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Bulletin

of

Union College

1923-24

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THE GYMNASIUM

PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS

WOMEN'S DORMITORY

ADMINISTRATION BUILDING

MEN'S DORMITORY

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of

Union College

1923-24

Catalog Number

Barbourville, Ky.

UNION COLLEGE BULLETIN

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VOLUME II, No. I

MAY 1923

Entered as second class matter May 4, 1922, at the post office at Barbourville, Ky., under the Act of August 24, 1912.

CALENDAR

1923

Tuesday, September 18.....Fall Term Opens
Thursday, November 29.....Thanksgiving Day
Friday, December 21.....Fall Term Closes

1924

Wednesday, January 2.....Winter Term Opens
Saturday, March 15.....Winter Term Closes
Tuesday, March 18 .....Spring Term Opens
Wednesday, May 28.....Commencement Day

BOARD OF TRUSTEES

EX-OFFICIO MEMBERS

Bishop W. F. Anderson.....Cincinnati, Ohio
President E. T. Franklin .....Barbourville, Ky.

Class No. 1—Term Expires in 1923

Rev. E. P. Hall .....Covington, Ky.
Mr. A. B. Cronett .....Harlan, Ky.
Mrs. Nannette R. Skain .....Lexington, Ky.

Class No. 2—Term Expires in 1924

Rev. E. R. Overly .....Ashland, Ky.
Mr. Harry E. Bullock ..... Lexington, Ky.
Judge W. F. Hall .....Harlan, Ky.

Class No. 3—Term Expires in 1925

Rev. W. W. Shepherd .....Barbourville, Ky.
Hon. Alvis S. Bennett .....Louisville, Ky.
Mr. George P. Wilson .....Philadelphia, Pa.

Class No. 4—Term Expires in 1926

Rev. J. M. Literal .....Covington, Ky.
Mr. C. B. Nordeman .....Louisville, Ky.
Mrs. F. E. Baldwin .....Elmira, N. Y.

Class No. 5—Term Expires in 1927

Rev. F. W. Harrop .....Somerset, Ky.
Hon. James D. Black .....Barbourville, Ky.

(To be supplied)

Class No. 6—Term Expires in 1928

Rev. S. K. Hunt .....Ashland, Ky.
Mr. A. M. Decker .....Barbourville, Ky.
Mr. H. C. Black .....Johnson City, Tenn.

FACULTY

EZRA T. FRANKLIN, A.B., B.Pd., M.A.

PRESIDENT

Philosophy and Systematic Theology

A.B., Asbury College, 1903; B.Ph., Valparaiso University, 1905; A.B., Indiana University, 1906; M.A., Indiana University, 1910; graduate student at Columbia University, summer session, 1912 and 1913; research scholar, Columbia University, 1913-1914; teacher in graded school two years; a superintendent of city schools two years; Dean and Professor of Philosophy, Asbury College, 1908-1910; Professor of Theology and Philosophy, and Dean and Acting President of Olivet College, 1910-1911; President of Olivet College, 1911-1912; Vice President and Professor of Philosophy and Systematic Theology, Asbury College, 1912-1915; President of Union College, 1915-

I. B. PEAVY, B.E., M.E., M.Pd., M.S.

Professor of Education and Head of Normal School

B.E., M.E.. and M.Pd., Edinboro State Normal School; M.S.. Taylor University; B.E., 1891; M.E., 1893; M.Pd., 1903; M.S., 1918. Five years principal high school; 15 years teacher of science and methods and assistant principal in Edinboro State Normal School at Edinboro, Pa.; nine years teacher of science and educational subjects, and for seven years principal of the Academy at Taylor University; Union College, 1920-

ABIGAIL E. WEEKS, A.B., A.M.

DEAN OF WOMEN

English Department

Graduate of State Normal School, Mansfield, Pa.; A. B., Dickinson College, 1905; A.M., 1907; special work in English at Chautuaqua, New York; A. M., Columbia University, 1920; taught several years in graded and high school; head of the Department of English in Union College, 1905-1907, 1910-1915; after two years absence recalled to the head of the English Department, 1917-

GEORGE C. HEWES, B.S., S.T.B.
Science and Mathematics

University of Illinois, B.S., in School of Chemistry, 1883; DePauw University, S.T.B., 1891; First Assistant in Chemical Laboratory of University of Illinois, 1885-86; Graduate work in Chemistry, University of Illinois, summer sessions, 1920 and 1921; Commercial Chemical Analytical work in Chicago, Illinois, 1887-88; Vice-Principal and Professor of Science and Logic, Reid Christian College, Lucknow, India, 1892-95; Oak Openings Boys' School, Naini Tal, India, 1896; Evangelistic work in North India, 1897-1911; Superintendent of Eastern Kumaun District, North India Annual Conference, Methodist Episcopal Church, 1912-15; Principal and Science Teacher of Hull High School, 1918-19; Mathematics and Physics, Berea College, 1919-20; Professor of Science and Mathematics, Union College, 1920-

SAMUEL P. FRANKLIN, A.B., A.M.
Psychology and Education

A.B., Union College, 1919; A.M., Northwestern University, 1921; Graduate student and scholar, Northwestern University, 1919-1921; Graduate study, University of Iowa, summer 1922; Substitute Instructor, Northwestern University, second semester, 1921; Professor Psychology and Education, Union College, 1921-

JACOB BOS, A.B., B.D., A.M., Ph.D.
Latin, Greek and Religious Education

A.B., Taylor University, 1914; B.D., Drew Theological Seminary, 1917; A.M., New York University, 1917; Professor of Latin and Greek, Taylor University, 1918-1921; Ph.D., University of Chicago, 1922; Professor of Latin, Greek and Religious Education, Union College, 1922-

FRED E. HAYES, A.M.
History

A.B., University of Nebraska, 1908; A.M., 1916; two years graduate work in the University of Illinois, 1921-1923; eleven years teacher of History in high schools in Nebraska and Illinois; Professor of History, Union College, 1923-

EMMA L. MOON, A. M.
Romance Languages

A. B. Miami University, 1920; A. M. University of Michigan, 1923; taught Latin and French two years in high school; Professor of Romance Languages Union College, 1923-

T. M. FUNK, A.B.

Mathematics and Athletics

A.B., Georgetown College, 1922; Valedictorian of his class both in high school and college; all-state man in basketball and baseball; Athletic Director Hearn Academy, 1922; Professor of Mathematics and Athletic Direction, Union College, 1923-

ESTHER MAY CARTER, M.A.

Academy English and Latin

B.L. and M.A. degrees from Ohio Wesleyan University; summer work at the University of Edinburgh; graduate work at Columbia University in Education and Literature; Dean of Women and teacher of English in West Virginia Wesleyan College, six years; Dean of Women and Associate Professor of Literature in Lawrence College, nine years; Dean of Women and teacher of Latin in Murphy College, one year; present position since 1923.

BLANCHE WHITTINGTON

Home Economics

Graduate of Louisiana State Normal, Natchitoches, La., 1917; Graduate work, Louisiana State Normal, summer session, 1918; special work at George Peabody College, summer, 1920; three years teacher of Home Economics in Louisiana Schools; Home Economics, Union College, 1920-

FRANCIS ANTHONY NUNVAR

Director of Conservatory

Piano, Organ, Violin, Harmony, Counterpoint

Graduate of Berlin, Leipsic and Munich Conservatories, with special courses under the greatest European Masters; many years experience in American Colleges and Universities; Union College, 1922-

MRS. FRANCIS ANTHONY NUNVAR

Voice

New York School of Music and Arts; several years' experience in American Schools of Music; Union College, 1922-

MILDRED FLEMMING
Piano

Salem College of Music, Cincinnati Conservatory of Music; Teacher of Piano and an Accompanist, Asbury College, 1920-22; Piano, Union College, 1922-

MAE SUTER DAVIS
Expression and Public Speaking

Graduate of Emerson College of Oratory, Boston; taught two years at Fairemont Seminary in Texas; two years at Union College; private teaching and coaching in Rochester, New York, present position since 1923.

DANIEL M. HUMFLEET
Normal and Academy Science and Mathematics

Graduate, Union College Academy; State Certificate, Kentucky State Board of Education; special student in Science, University of Kentucky Summer School; student of Methods, Science and Mathematics, Eastern Kentucky State Normal; teacher in Rural Schools; Principal of Graded and High Schools; Professor in Normal Department of Sue Bennett Memorial School, London, Kentucky, 1910-12; Principal, Normal Department of Union College, 1915-20; Professor of Science and Mathematics, Union College Normal and Academy, 1920-

NANNIE L. TAYLOR
Typewriting and Penmanship

Graduate from McNeil Business School; Teacher of Typewriting and Penmanship, Union College, 1918-

ALGIN SIMS
Horns and Band

Many years experience in orchestra and band; Military Band during the World War; Teacher of horns and director of the band, Union College, 1921-

REBECCA SAWYERS
Registrar

UNION COLLEGE

LOCATION

ARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College. It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville & Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. The moral tone of the town is high. Baptists, Presbyterians, Disciples, and the Methodist Episcopals have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such out of door study.

HISTORY

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable building erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and students, citizens and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed, and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. In spite of adversities, the school increased in equipment and influence during his administration. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and Stevenson Hall was also erected.

Upon the resignation of President Easley in 1910, Judge James D. Black, LL.D., of Barbourville, later Governor of Kentucky, became the fourth President of Union College. Under his management the material as well as the less tangible interests of the school progressed with rapid strides. The two years of President Black's connection with the school will be remembered as years of solid growth.

For the next three years the school was under the leadership of President Percy L. Ports, for several years Professor of Natural Science in Union College, followed by that of Rev. E. R. Overley, President, together with B. C. Lewis as Vice President and Business Manager. These were years in which there was a change taking place with regard to the scope and nature of the work that Union College should do in the future. The General Board of Education of our Church gave valuable assistance in setting a new program and in arranging for it to be carried out.

On June 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure, which embraced a financial campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. The balance in the budget has been met in full by conference of each year, and a good start has been made on the larger financial campaign. Twenty-five thousand dollars has been subscribed on the Gymnasium, which is now finished and is one of the best in the whole South.

In connection with the Centenary we received subscriptions for $80,000.00 to be applied on endowment. In the fall of 1921 an asking of $750,000 was made. At least $300,000 was to be set aside for endowment and the rest for buildings, equipment, etc. $452,00 of the askings had been subscribed by July 3, 1922.

Two revivals, one in the fall term and another in the winter term, each year result in the conversion of nearly all the students unconverted when they come.

At the Board meeting in January, 1916, it was decided that the College Course proper should be added as fast as possible. It was started in 1916-17 with gratifying results, and this bulletin presents a full college course, with a fine class of college students which we expect to see increased in 1923-24.

AIM

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting shield. To vitalize the power of intellectual development; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love of the Good, the True and the Beautiful; to increase lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the Christian College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school, then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school will teach faith in oneself, the value of self-reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it can teach the sons and daughters of its patrons to be "of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting," its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine Christian character. It interprets the meaning of life and sets itself the task of fitting young men and women for the manifold and responsible duties of Christian civilization.

CAMPUS

The front campus comprises about ten acres and is situated on the highest part of the town. The buildings are

located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties of native trees. The buildings are connected with each other and with the street by cement walks. A deep well of pure, wholesome water is located on the front campus. There are tennis courts, besides ample room for croquet lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

The athletic field lies immediately back of the campus and affords ample room for all kinds of field athletics. The whole grounds of the College comprise about twenty-five acres.

BUILDINGS

ADMINISTRATION BUILDING — This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel, laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories—chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

FANNY SPEED HALL—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and a laundry room where students often do their laundry, make candy, etc.

STEVENSON HALL—This is a brick structure of colonial design, three stories high. The rooms accommo-

date two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

Superintendent's Cottage—This is a splendid frame cottage with all modern improvements. The Superintendent of Buildings and Grounds occupies it.

Soldiers and Sailors Memorial Gymnasium—This new gymnasium was built as a memorial to the soldiers and sailors of the world war and is the most beautiful building on the campus. It is probably the best college gymnasium in the state. It is constructed of brick and Bedford stone.

The basement has a swimming pool, showers, toilets, lockers, and dressing rooms. The playing floor is 90x60 feet and gives ample room for all kinds of indoor athletics and physical exercises. The balcony is fixed for a running track. The whole building is well equipped.

Heat, Light and Power Plant—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells.

EQUIPMENT

Library—The Speed-Stevenson Library, containing about three thousand volumes, was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College. The late Professor George H. Daines was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading Room is supplied with many of the best secular and re-

ligious papers and current magazines. The students are thus able to keep themselves informed with respect to the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson of Barbourville, Kentucky, generously donated a large number of books. These books, embracing a wide range of useful information, constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

In 1917 we received two very liberal and much appreciated gifts of books for the Library.

Mrs. J. H. Good of Ashland, Ohio, sent us, through the *Western Christian Advocate,* a very excellent collection of books; and Mrs. E. J. Langdon, the mother of the late Professor Langdon, head of our English Department, gave the College Professor Langdon's private library, embracing a very large number of splendid books, which will remain on the shelves as a memorial to his great love for the College and his friendship for the students.

In 1918 Dr. E. C. Wareing, editor of the Western Christian Advocate, very graciously presented the college with several hundred splendid volumes.

In 1921 Rev. W. B. Collins, D.D., one time pastor of Trinity M. E. Church, Louisville, Ky., presented the College with his private library of several hundred volumes. The library has not received a more valuable collection. It will be known as the Collins Collection.

Maps—The College now has complete sets of historical maps covering Ancient, Modern and American History. These, together with many other maps and globes, make this equipment quite adequate to the needs of these departments.

Laboratories—*Chemical*—This is equipped with two tables with acid - proof tops, accommodating thirty - two students. The tables are supplied with running water

and natural gas. An automatic water still is included in the equipment. Ample glassware and chemicals are provided for individual student experiments. The laboratory contains a Henry Troemner analytical balance, sensitive to one-twentieth milligram, besides several less delicate balances for student use.

Physical—In this laboratory apparatus is provided for individual experiments in mechanics, light, heat, sound, magnetism and electricity. The equipment includes a Hart Optical Disk, standard steel meter stick, made by Brown and Sharpe, three static machines, three X-ray tubes, electrical measuring instruments, one-horsepower electric motor, diffraction grating, organ pipe, sonometer, etc. The equipment is all modern and of high grade.

Biological—In these are provided dissecting sets and microscopes for work in botany and zoölogy. There are two compound microscopes, one with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoölogical specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

Mathematics—Hardwood models of the various geometric forms are provided. Drawing boards and accessories are provided for classroom work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

Music—The College owns eight upright pianos, and the chapel is graced with a concert grand for public services and concerts.

Power Plant and Shop—For lighting, the College owns a forty-horse-power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood-working tools.

Fire Protection—The buildings are furnished with twenty hand chemical fire extinguishers. The students are instructed in the use of these at the beginning of each session. Large water pipes run into the buildings with water hose attached on each floor.

SANITATION

All the water used for drinking purposes at the College comes from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is 100 feet deep and furnishes pure, soft water from the deep-lying sandstone. This is used in the dining-room. The College has a modern sewerage system, extending half a mile to Richland Creek. The bread and pastries used are baked in the College Bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT

Proper control and guidance of a student body are of such great importance that too much attention can not be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

There is a student government organization in each dormitory which largely has charge of the order in the halls.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Coöperation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen can not well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the term.

The student's dress should be simple, not elaborate or faddish. The dormitory student is required to keep his room and its contents in good condition. Students' rooms are subject to inspection by proper authorities at any time.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the College. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property. A deposit is required. See *expenses.*

The use of tobacco, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

Union College is not a reformatory institution, but a place for the training of the body, mind, and soul of earnest, studious boys and girls.

Boys known to be unmanageable at home will not be received here, as one bad boy will injure the whole school, and the extra time and strength given to him should be given to good boys and girls.

RELIGIOUS INTERESTS

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philanthropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Forty minutes each school day are spent in whole-hearted singing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after the best Christian type. Revivals are also a part of our religious program. All students are urged to become Christians and to unite with some church. Nearly every student not previously a Christian becomes converted.

The young men have their religious organizations modeled somewhat after the Y. M. C. A. devotional services. The young ladies and the teachers in Speed Hall have a weekly prayer meeting. Also on Thursday evenings, between supper and study hour, we have a people's meeting of Scripture, prayer, singing, testimony and praise.

All students are required to attend Sunday School and Sunday morning preaching services, also the Thursday evening meeting and revival services in the college.

BOARDING STUDENT'S OUTFIT

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for bureau and washstand. The young men will provide for single beds. Sheets should be three yards long.

DRESS

Often the problem of dress becomes a source of discontent and annoyance to a boarding school and to patrons. We do not care to adopt uniforms for girls to insure economy and balance if we can get these results otherwise.

Our policy is to require girls to have coat suits or blouses and skirts for church and school wear. Plain dresses are also desirable for school wear. The wearing of fancy dresses will not be permitted on these occasions.

The secular and church press give evidence of a general confusion and contention over extremes in dress. Many educational institutions are setting some standards for their own convenience in avoiding administrative difficulties in this regard. Union College ladies, including boarding students, day students, teachers, and all others connected with the school will observe the following regulations in preparing apparel to be worn at the College; 1. Dresses and waists in the neck must not be lower than one and one-half inches below the collar bone in front and correspondingly low in the back, and should be near the neck on the shoulders. 2. Sleeves must be long enough to come at least to the elbow.

WRITING AND SPELLING

All students whose writing is not reasonably legible and whose spelling is not fairly good will be required to take special work in these branches until they reach a reasonable efficiency. There will be an extra tuition fee of $1.00 a month for each. Students will be excused from these classes at the end of any month in which they have reached the required standard.

DROPPING WORK

After once enrolling in a class the student can not drop the work except by the consent of the President or Dean and the teacher in charge.

REFUNDING

No fees will be refunded.

No tuition will be refunded. But in case of protracted sickness when the student has to drop out of the term's work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

MAIL

The College mail carrier will collect all out-going mail from the dormitories and Administration Building each morning and afternoon and will deliver the in-coming mail likewise.

LITERARY SOCIETY

There are two good literary societies, the Utopian and Adelphian. The entire student body is urged to become a member of one of these societies and every student is expected to attend each week. The societies meet at the close of the school Saturday afternoon from three to four o'clock.

The Faculty encourages the societies every way possible and it is regarded as one of the most valuable special features of the College.

THE JOSHUA S. AND ELIZABETH TAYLOR SCHOLARSHIPS

The Rev. Joshua S. Taylor and Mrs. Elizabeth Taylor, of Middleburg, Ky., left to Union College the sum of $3,100, the income of which is to be used to help men studying for the ministry in the Methodist Episcopal Church in Kentucky.

The Board of Education has ruled that this money may be spent on the basis of need together with the promise of future service to the Church. That is to say, a young man who is studying for the ministry in the Methodist Episcopal Church, who needs some financial assistance, and who has promise of making a useful man, will receive help, rather than the man who needs no financial help or the man who is comparatively indifferent about his call to the ministry. It is a real pleasure to help the young man who is dead-in-earnest and needs help.

Application for a Taylor Scholarship should be made to the President of the College.

ATHLETICS AND PHYSICAL TRAINING

Athletics at Union College will be kept on a very high ethical plane and everyone participating will be in a character-building exercise as well as wholesome sport. Interclass games are one of the leading features of athletics at Union College. Almost everyone that has any desire for athletics has a splendid opportunity to play.

Union always has good teams. The whole College and community like sports.

All students are required to take two hours a week in physical training under one of the physical trainers. The gymnasium is supplied with all kinds of apparatus for giving the needed exercises. Every student will be taught to swim. The pool is open to boys three days a week and to girls three days a week. The water is kept in a pure condition by changing, filtering, and chemical treatment.

College of Liberal Arts and Science

ADMISSION

Graduates from our Academy, and from accredited high schools and academies, will be admitted to the Freshman class.

Fifteen units of high school work are required for entrance to the Freshman year of the College. A subject pursued daily with forty-minute recitations, or four days a week with fifty-minute recitations for a school year of at least thirty-six weeks constitutes a "unit." Some of the units are required and others elective as follows:

REQUIRED		ELECTIVES	
Algebra	1½	Zoology	½ or 1
Geometry	1	History	1
*English	3	German	2
Foreign Language	2	Physiology	½
Science	1	Chemistry	1
History	1	General Science	½ or 1
		Greek	2
ELECTIVES		English Bible	½ to 2
		Bookkeeping	1
Latin	2 to 4	Domestic Science	1 to 2
French	2	Manual Training	1
Spanish	2	Mechanical Drawing	1
Solid Geometry	½	Economics	½
Physics	1	Psychology	½
Physical Geography	½	Music	1 or 2
Botany	½ or 1	Expression	½ or 1

REQUIRED

ENGLISH GRAMMAR AND RHETORIC—One unit. Every applicant must be able to write clear and correct English, and no applicant will be accepted in English whose work is seriously defective in spelling, punctuation, grammar and paragraph structure. The proper preparation for this part of the requirement is practice in composition through the four preparatory years, with correction of themes by the teacher and revision by the pupil. Subjects for themes should be taken from the books prescribed for general reading below, and also from the pupil's observation

*Students entering the College with three credits in English must have had the intensive study indicated on page 25.

and experience. Practice should be afforded in writing narration, description, exposition and argumentation. Applicants should be familiar with those principles of Rhetoric which are most helpful in elementary composition: viz., the principles of sentence structure, outlining, paragraphs and choice of words. The amount and kind of work required is indicated in Lockwood and Emerson's Composition and Rhetoric. Hill's Rhetoric or Brooks' English Composition and Rhetoric.

ENGLISH CLASSICS (A) FOR READING AND PRACTICE. ONE UNIT

The applicant is expected to give evidence of a general knowledge of the subject matter and to answer simple questions on the lives of the authors.

The books set for this part of the entrance requirements in 1917 will be:

GROUP 1—Classics in Translation. Two to be selected. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Aeneid, The Odyssey, Iliad and Aeneid should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP 2—Shakespeare. Two to be selected.

Shakespeare's "Midsummer-Night's Dream;" "Merchant of Venice;" "As You Like It;" "Twelfth Night;" "The Tempest;" "Romeo and Juliet;" "King John;" "Richard II;" "Richard III;" "Henry V;" "Coriolanus;" "Julius Cæsar;" "Macbeth;" "Hamlet."

N. B.—The last three only, if not chosen for study.

GROUP 3—Prose Fiction. Two to be selected.

Malory's: "Morte d'Arthur;" Bunyan's "Pilgrim's Progress," Part I; Swift's "Gulliver's Travels," (voyages to Lilliput and to Brobdingnag); Defoe's "Robinson Crusoe," Part I; Goldsmith's "Vicar of Wakefield;" Frances Burney's "Evelina;" Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's "Castle Rackrent," or the "Absentee;" Dickens' Novels, any one; Mrs. Gaskell's "Cranford;" either Kingsley's "Westward Ho!" or "Hereward the Wake;" Reade's "The Cloister and the Hearth;" Blackmore's "Lorna Doone;" Hughes' "Tom Brown's Schooldays;" either Stephenson's "Treasure Island," or "Kidnapped," or "The Master of Ballantrae;" Cooper's Novels, any one; Poe's "Selected Tales;" either Hawthorne's "The House

of Seven Gables," or "Twice Told Tales," or "Mosses from an Old Manse." A collection of short stories by various standard writers.

GROUP 4—Essays, Biography, etc. To be selected.

Either the "Sir Roger de Coverley Papers," or "Selections from the Tatler and The Spectator," (about 200 pages); "Boswell's Selections from the Life of Johnson," (about 200 pages); "Franklin's Autobiography;" either "Irving's Selections from the Sketch Book," (about 200 pages), or "The Life of Goldsmith;" "Southey's Life of Nelson;" "Lamb's Selections from the Essay of Elia," (about 100 pages); "Lockhart's Selections from the Life of Scott," (about 200 pages); "Thackeray's Lectures on Swift, Addison and Steele in the English Humorists;" Macaulay; one of the following essays: "Lord Olive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," or "Madame d'Arbley," Trevelyan's "Selections from Life of Macaulay" (about 200 pages); (about 150 pages); "Dana's Two Years Before the Mast," "Lincoln's Selections," including at least two Inaugurals, the "Speeches in Independence Hall and at Gettysburg," the "Last Public Address," and "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman's "The Oregon Trail;" Thoreau's "Walden," Lowell's "Selected Essays," (about 150 pages); Holmes' "The Autocrat of the Breakfast Table;" Stevenson's "Inland Voyage, and Travels with a Donkey;" Huxley's "Autobiography and Selections from Lay Sermons," including the address on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk;" a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP 5—Poetry. Two to be selected.

Palgrave's "Golden Treasury" (First Series); Books II and III, with special attention to Dryden, Collins, Cowper, Gray and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's "The Traveler and the Deserted Village;" Pope's "The Rape of the Lock;" a collection of English and Scottish Ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge's "The Ancient Mariner," "Christabel and Kubla Khan;" Byron's "Childe Harold;" "Canto III or IV," and the "Prisoner of Chillon;" either Scott's "The Lady of the Lake" or "Marmon;" Macaulay's "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry;" either Tennyson's "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home

Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—," "The Pied Piper," "Instans Tyrannus;" Arnold's "Sohrab and Rustum," and "The Forsaken Merman;" Selections from American Poetry, with special attention to Poe, Lowell, Longfellow and Whittier.

ENGLISH CLASSICS (B) INTENSIVE STUDY. ONE UNIT

Preparation for this part of the work includes thorough study for each of the works named below; a knowledge of the subject matter, form, and structure. The books set for entrance requirements in 1917 will be:

GROUP 1—*Drama.* One to be selected.

Shakespeare's "Julius Cæsar," "Macbeth," "Hamlet."

GROUP 2—One to be selected.

Milton's "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas;" Tennyson's "The Coming of Arthur," "The Holy Grail," and the "Passing of Arthur;" the selections from Wordsworth, Keats and Shelley in Book IV of Belgrave's "Golden Treasury" (First Series).

GROUP 3—*Oratory.* One to be selected.

Burke's "Speech on Conciliation with America;" Macaulay's "Two Speeches on Copyright," and Lincoln's "Speech at Cooper Union;" "Washington's Farewell Address," and Webster's "First Bunker Hill Oration."

GROUP 5—*Essays.* One to be selected.

Carlyle's "Essay on Burns," with a selection from Burns' Poems; Macaulay's "Life of Johnson;" Emerson's "Essays on Manners."

ALGEBRA—The Equivalent of Mathematics I (b) and (c) and II (a), (b) and (c) in the Academy.

GEOMETRY—The equivalent of Mathematics III in the Academy.

HISTORY—History I in the Academy or an equivalent in General History.

The required unit in Science will be Botany, Physics or Chemistry.

BOTANY—One unit. This course should be both technical and practical, and include a microscopic study of the cells and tissues of the plant, including root, stem and leaves, lectures, field and laboratory work on algae, mosses, ferns, gymnosperms and cryptogamous plants taken up in the Spring Term. Bergen's Essen-

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tials in Botany, or a similar text, indicates the ground to be covered.

PHYSICS—One unit. The equivalent of the work in Millikan and Gale's First Course in Physics. Laboratory notebook should be presented.

CHEMISTRY—One unit. An introduction of general chemistry. The student should be familiar with the common elements and inorganic compounds and in an elementary way with the theory of chemistry. The instruction must include both textbooks and laboratory work and extend over a period of one year. Notebooks must be presented.

ELECTIVES

GREEK—First unit. White's First Lessons in Greek or First Greek Book, or, an equivalent. The reading and translation of the first six chapters of Xenophon's Anabasis. Special attention should be given to pronunciation, accent, inflection, and the general essentials of grammar.

GREEK—Second unit. Goodwin's or Hadley and Allen's Greek Grammar; any standard edition of Xenophon's Anabasis; Sones' Greek Composition, or Sidgwick's Greek Writer. Systematic and thorough study of Greek grammar; special drill in syntax; the translation of books I, II, III, and IV of the Anabasis; thorough drill in Greek Composition; history of the period in which Xenophon lived.

LATIN—Two to four units. See Latin I, II, III, and IV in Academy.

GERMAN—Two units. A thorough knowledge of the rudiments of German grammar; ability to read prose or poetry of moderate difficulty; ability to translate simple English sentences into German; the reading of at least three hundred pages of prose; translation of matter based on the text read; memorizing of selected poems, practice in writing and speaking German.

HISTORY—One unit. A year of High School work in English History, American History and Civics, or Medieval and Modern History.

SCIENCE—One unit. Another of the Sciences already mentioned, or Physiography, General Science, Agriculture, Domestic Science, or other acceptable subject. The time spent and the amount of field work and experiments done will determine the amount of credit.

PHYSIOLOGY—One-half unit. The equivalent of Martin's Human Body. (Briefer course.)

ENGLISH BIBLE—One-half to two units. Work presented from standard Bible schools will be accredited on proper basis.

SOLID GEOMETRY—One-half unit. The work of some standard text.

ECONOMICS—One-half unit. The practical study of some text like Laughlin's Political Economy.

PSYCHOLOGY—One-half unit. A half year's work completing a text like Halleck's Psychology and Psychic Culture.

BOOKKEEPING—Mechanical Drawings, Manual Training, Domestic Art or Science, and Successful Teaching Experience may be credited as electives, one-half unit or one unit each, according to the grade and amount of work done.

MUSIC—One or two units. See Music Department.

CONDITIONED STUDENTS

Students who are conditioned on entrance work will take studies in the Academy to remove such conditions, but may also take such studies in the Freshman year of the College as time and previous work will admit. However, if a student who has the required English, Mathematics and Foreign Language thinks he has a good reason why he should leave some conditioned work behind for a time, he may take the question up with the President, but in no case may the conditioned work be left later than the Sophomore year of his College course.

ADMISSION TO SPECIAL STUDENTS

As a rule students desiring to pursue college work will be entered in a regular class looking toward graduation, yet under exceptional circumstances students who are not candidates for a degree may be permitted to take selective studies. However, such students must satisfy the faculty that they are able to take with profit the work selected. Each case will be decided on its own merits.

ELECTIVE WORK

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than twelve hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the Semester plan will be accredited at proper ratio. No student should expect to receive full credit for work done at institutions not having equal entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

REQUIREMENTS FOR GRADUATION

The Bachelor of Arts Degree (A.B.) will be conferred upon the completion of 192 term "hours," including the required work and a major and two minors to be chosen by the student at the beginning of the Sophomore year.

The "hour" is the work done in a class meeting one period each week for a term. Union College is running on the trimester plan. The 192 hours is equivalent to 128 hours on the semester plan.

The required work is listed and the amount of elective work is stated under the curriculum. When the major and minors are selected the amount of elective work will be reduced accordingly.

A major subject and two minor subjects must be chosen at the beginning of the Sophomore year. One must be correlated to the major subject. The other minor may be selected from any field approved by the professor in charge of the major subject together with the President.

The work in the major subject will cover not less than twenty-seven hours above elementary courses and a minor not less than eighteen hours.

It is urged that every student take at least one good course in History and a first course in Physics, Chemistry, and Biology unless a good course in each has been taken in High School.

The one hundred ninety-two term-hours of work must be of such a character as to make at least one hundred ninety-two "points" on the following scale:

One term-hour completed with a grade A counts three points.

One term-hour completed with a grade B counts two points.

One term-hour completed with a grade C counts one point.

Grades below C do not count for points.

EXAMINATIONS AND GRADES

Examinations are held at the close of each term and the examination, together with the daily grade constitute the term grade. Grades are reported in letters as follows: A, B, C, D, E, and F. Grade A means *excellent;* grade B means *good;* grade C, *fair;* grade D, *passed;* grade E, *conditioned;* grade F, *failed.* If the student is carrying extra work no D grade and only one C

grade a term will count towards graduation. No completed course will be marked E. Only a continued course will be marked E when the teacher thinks the student may make up the deficiency before the course is completed. If the student does not make up the deficiency the whole course will be marked F. A grade of F means that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Credit toward graduation will not be given on a course not completed, except in certain courses where the work done will justify.

An order for special examination may be obtained at the Office by paying a fee of $1.00. Examinations other than those set for the class shall be classed "special examinations," and can not be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

HONORS IN SCHOLARSHIP

Honors in scholarship are recorded on the diplomas of the students winning them, and published on the Commencement program.

Honors in General Scholarship—two grades of honors, designated respectively as honors (*cum laude*) and high honors (*magna cum laude*) are conferred at graduation upon students who satisfy the following conditions of scholarship:

Honors in general scholarship are awarded to those students who have attained a grade of A in 100 hours of the total required for graduation, and a grade not lower than B in 60 hours more.

High honors are awarded to those students who have attained the grade of A in 160 hours of the total required for graduation.

Students completing more than 192 hours for graduation, must attain the same ratio of hours in A and B.

Students coming from other colleges may receive general honors on completing two years of resident study and satisfying the conditions of scholarship prescribed by the Faculty; provided they furnish also such evidence of high scholarship in the institution from which they came as may, in the judgment of the Faculty, entitle them to become candidates for honors under the regulations.

CURRICULUM

Freshman

FALL TERM	WINTER TERM	SPRING TERM
English 3	English 3	English 3
Mathematics or Science 5	Mathematics or Science 5	Mathematics or Science 5
*Foreign Lang'ge. 5	Foreign Language 5	Foreign Language 5
Bible 2	Bible 2	Bible 2

Sophomore

English 3	English 3	English 3
Mathematics or Science ....3 to 5	Mathematics or Science ....3 to 5	Mathematics or Science ....3 to 5
History 3	History 3	History 3
Bible 2	Bible 2	Bible 2
Electives ....2 to 4	Electives ....2 to 4	Electives ....2 to 4

Junior

Philosophy 5	Philosophy 5	Philosophy 5
Electives 11	Electives 11	Electives 11

Senior

Electives 16	Electives 16	Electives 16

When the major subject has been chosen, and that should be done at the beginning of the Sophomore year, the electives in the other years will be reduced by the major and minor requirements.

*Every student will be required to take fifteen hours of foreign language during the College course, and if less than four units of foreign language have been offered for entrance at least nine additional hours will be required.

College Department of Instruction

ENGLISH

The English work is fundamental to all other courses. All students are required to take courses 1 and 2 and are encouraged to take as much more as they have time to give to that field.

Students majoring in English will take courses 1, 2, and 3 and elect at least twenty hours more from the other courses under the direction of the head of the department.

For a minor in English take courses 1, 2, and at least fifteen hours more selected under the advice of the department.

Those majoring in English will take one minor in Greek, Latin, French, German or History.

ENGLISH 1—*Composition.* The chief purpose of this course is to train the student in the use of easy, idiomatic English. It is believed that successful instruction in Rhetoric depends not so much upon precept as example and practice; so the student is encouraged to write freely upon subjects that appeal to him, and that spring naturally from the interests and activities of his daily life. The instructor corrects each paper in detail, and makes appointments with each student for private consultation as he sees fit. The instruction is made extremely flexible, and freshness and variety of methods are constantly sought. Required of all Freshmen.

Three hours a week throughout the year.

ENGLISH 2—*Literature.* This course aims to give a rapid survey of the development of English Literature from Beowulf to the present time, as a basis for all further study of Literature. Collateral reading with reports is a regular part of the work. Required of all Sophomores.

Three hours throughout the year.

ENGLISH 3—*Elements of Literary Criticism.* A study of the underlying principles of criticism with abundance of opportunity to apply those principles to literature itself.

Three hours throughout the year.

Courses 1, 2, and 3 are prerequisites of all other courses in English.

ENGLISH 4—*Advanced Composition.* This course is intended for those students who feel the need of further perfecting their own style of expression. All forms of discourse will be studied and especial attention will be given to organization, sentence structure, and expression for interest. Advanced oral composition will be required from time to time.
Two hours throughout the year.

ENGLISH 5—*History of the English Language with Word Study* This course aims to give students a vital interest in their own language as a medium of expressing their own thoughts and feelings, with an ever-increasing delight in acquiring new words for every day use.
Two hours throughout the year.

ENGLISH 6—*Nineteenth Century Poetry.* A study of the period of transition from the later Romanticism to the spirit of the nineteenth century proper will precede the regular work which will include a detailed study of the poetry of Arnold, Clough, Browning, Tennyson, Rossetti, and Swinburn, with frequent excursions into the poetry of England today.
Three hours throughout the year.

ENGLISH 7—*Nineteenth Century Prose.* This course parallels Course 6, covering the prose work of Newman, Arnold, Ruskin, Carlyle, Macaulay and others.
Three hours throughout the year.

ENGLISH 8—*American Literature.* Parallels Course 2.
Three hours throughout the year.

ENGLISH 9—*Browning and Tennyson.* One-half year will be given to each of these great representatives of the nineteenth century spirit.
Two hours throughout the year.

ENGLISH 10—*English Poetry.* The fall term in this course will be devoted to a study of English Lyrics from Shakespeare to the present time; the winter term will be given to a study of the drama of Shakespeare; the spring term will be given to a careful study of the Epic, as represented by Milton's "Paradise Lost."
Three hours throughout the year.

ENGLISH 11—*Modern Drama.* This course reviews rapidly the early English drama, traces its development through the different epochs, and gives special emphasis to the drama since Ibsen.
Two hours throughout the year.

ENGLISH 12—*Epics in Translation.* Fall Term, Homer's "Iliad;" Winter Term, Virgil's "Aeneid;" Spring Term, Dante's "Divina Commedia."

Three hours throughout the year.

ENGLISH 13—*Classic Drama in Translation.* This course will cover the great tragedies and comedies of the Greek and Roman Literature.

Two hours throughout the year.

ENGLISH 14—*English Novel I.* Only students who have time for much outside reading should elect this course. It will include representative novels from Richardson to George Eliot.

Two hours throughout the year.

ENGLISH 15—*English Novel II.* This course continues the work of Part I and will include the novels of Stevenson, Kipling, Hardy, McCleod, Gissing, Sinclair, Wells, and others.

Two hours throughout the year.

ENGLISH 16—*Eighteenth Century.* This course covers a thorough review of the Restoration, the development and decline of the spirit of Classicism.

Two hours throughout the year.

ENGLISH 17—*Method of Teaching English.* Open only to those who expect to take up English teaching in the High school.

Two hours throughout the year.

ENGLISH 18—*The Bible as Literature.* This course aims to teach as literature, the stories, the poetry, the drama, with something of the philosophy of the Bible, applying the principles of literary art to the greatest single collection of literature in the world. Elective for Sophomores, Juniors, and Seniors.

Two hours a week.

ENGLISH BIBLE, THEOLOGY, AND LIFE SERVICE

The work in Bible is a literary, historical, social and devotional study of the English Bible with a view to making scholarly and genuine Christian citizens. The work is presented with such thoroughness and appreciation as to remove a too frequent feeling that such study is not worthy of the time of people of affairs.

The work in Theology is designed especially for ministerial students, but any student will find these courses of real benefit in a general as well as in a specific way. The grounding of belief is a great and steadying asset in living a consistent and forceful life.

This is not supposed to be a theological seminary course, but it is offered as a training which will meet the needs of the man or woman who wants some help in Christian work before going to a theological seminary. Also, there are thousands of efficient workers who can not and who never hope to get a complete College training. Again, a course in a System of Christian Doctrine is as valuable as a mind and character builder as almost any college course one could take.

Thirty hours in this department, including twelve hours of Bible, will constitute a minor. Theology I is designed for beginners and will not be credited in the College Department.

BIBLE 1—*Life and Teachings of Christ.* The four gospels are carefully studied with view to ascertaining the facts about the life of Jesus and his sayings from the oldest sources. Also this course takes up in the second half of the year a study of the social and ethical teachings of Jesus as given in the gospels.

Two hours throughout the year.

BIBLE 2—*Early Hebrew Life and Literature.* A study of the Pentateuch with view to getting the point of view of the early Hebrews and their social, political and religious standards as revealed in the narratives and laws from the creation to the death of Moses. The second half of the year will be given to the study of the golden age of Hebrew History as given in Samuel, Kings, and Judges. Beginning with the entrance to the promised land and continuing to the close of Solomon's reign a careful study is made of the Hebrew life and nation as it passed from stage to stage.

Two hours throughout the year.

BIBLE 3—*Old Testament Prophets.* Their times, the needs of the people, their spirit, and their message. Designed for College students only.

One hour throughout the year.

BIBLE 4—*Pauline Epistles.* The social, devotional, ecclesiastical, philosophic and doctrinal problems of the early Christian Church. Paul's Epistles largely constitute the matter for study. Open to College students only.

One hour throughout the year.

THEOLOGY I—*The Pastor and His Church.* This course deals with the activities, organizations and methods of work in the church; and the pastor's practical and personal relation to them.

Two hours a week throughout the year.

THEOLOGY 2—*Homiletics.* This course is practical but will be made as literary as possible. A careful study of sermonizing, making of outlines, writing of briefs and sermons. Lectures by the instructor and some good text, such as Broaddus, Kern or Pattison.

Two hours a week throughout the year.

THEOLOGY 3—The first part of the course will be a careful study of Theism as a fundamental to Christian philosophy. When the fundamental is well established the course will proceed to build up a well constructed system of Christian doctrine. The basis for this course will be Sheldon's System of Christian Doctrine. collateral reading, lectures and discussions.

Three hours a week throughout the year.

THEOLOGY 4—*History of the Christian Church.* Deals with the rise and development of the early church; the mediaeval period, including the growth of the Papacy; the German Reformation; and subsequent denominationalism.

Four hours per week throughout the year.

Credit given by the semester.

THEOLOGY 5—*Biblical Hermeneutics.* This offers a study of the laws by which the Bible may be explained. It consists of first, introduction to Bible interpretation, the study of Bible languages, inspiration, textual criticism, and the qualifications of an interpreter; second, a study of the principles of Bible interpretation; third, the History of Bible interpretation from the ancient Jewish down to the present time.

Two hours a week throughout the year.

THEOLOGY 6—*Comparative Religions.* This course will consist of a comparative study of the great world Religions, with special emphasis upon the three great Missionary Religions, Buddhism, Mohammedanism, and Christianity.

Two hours a week throughout the year.

THEOLOGY 7—*Missions.* An outline study of early missions in the early and mediaeval periods of church history, to be followed by a more extensive study of Protestant missions throughout the world. Particular fields may be given special attention if so desired.

Two hours per week throughout the year.

FRENCH

The aim of these courses is to give the student a knowledge of the language both written and spoken, to ap-

preciate the literature, a general knowledge of the history and development of the languages.

For a major in French take courses 2, 3, and 5. Students majoring in French are advised to take course 4 also.

For a minor in French take courses 2, and 3 or 5.

A student majoring in French will take one minor in Latin, Greek, Spanish or German.

FRENCH 1—*Elementary French.* Fraser and Squair is used as a grammar and reference book. Oral conversation and written work. Reading of one easy prose book.
Five hours throughout the year.

FRENCH 2—*Intermediate French.* Reading of such authors as Mérimee, Dumas, George Sand, Labiche and Martin. Memorizing of poems. One paper written in French. Conversational French to a large extent.
Three hours throughout the year.

FRENCH 3—*French Literature in First Half of Nineteenth Century.* Study of Victor Hugo, Lamartine, Alfred de Vigny, Alfred de Musset, Chateaubriand. Study of the literature of this period by collateral reading. Open to students who have completed Course 2.
Three hours throughout the year.

FRENCH 4—*French Prose Composition.* This course aims to give the student a better knowledge of writing and speaking French. Open to students who have completed Course 2.
Two hours throughout year.

FRENCH 5—*French Literature.* A study of Drama. The reading of such writers as Corneille, Racine, Moliere. Outline of the literature of this period.
Three hours throughout the year.

GERMAN

The method and purpose is the same as with French.

For a major in German take courses 2, 3 and 5. Students majoring in German are advised to take course 4 also.

For a minor in German take courses 2, and 3 or 5.

Those majoring in German will take one minor in Latin, Greek, French or Spanish.

GERMAN 1—*Elementary German.* This course embraces a thorough knowledge of pronunciation, forms, and elements of German Grammar. Text used is "Kayser and Montessers' Foundation of German." The reading of easy prose. "Sturm's Immensee" is read during last term. Conversation used whenever possible.

Five hours throughout the year.

GERMAN 2—*Intermediate German.* The reading of easy classics and conversation.

Three hours throughout the year.

GERMAN 3—*German Short Story.* Reading of such authors as Eichendorf, Sturm, Ludwig. Some more advanced prose work.

Three hours throughout the year.

GERMAN 4—*German Composition.* Writing of short exercises into German. Conversation. Dictation. Open to students who have completed Course 2.

GERMAN 5—*German in Eighteenth Century.* Reading of Goethe, Lessing and Schiller.

Three hours throughout the year.

GREEK

To major in Greek take courses 2, 3, and 4.

For a minor in Greek take courses 2, and 3 or 4.

Those majoring in Greek will take a minor in Latin, English, French or German.

The aim of the Department of Greek is to acquire able reading knowledge of the language and an appreciative conception of ancient thought and literature.

The Grammar and Composition are continued throughout the entire course. In order to encourage independent thought and research in the field of literature, works relating to the author and subject under study are encouraged.

GREEK 1—*Essentials of Grammar.* In this course special attention is given to mastery of forms, pronunciation, accent and general fundamentals of grammar. Xenophon's Anabasis, Book I and Prose Composition once a week during the spring.

Five hours per week throughout the year.

GREEK 2—*History.* Xenophon's Anabasis. Books II-IV. Grammar and prose composition continued. This course is de-

signed for those who have spent one year in the completion of Course I. Select Orations of Lysias.

Three hours per week throughout the year.

GREEK 3-A—*Epic Poetry.* Selections from Homer's Iliad and Odyssey. Studies and papers on the legends and epic literature of Greece.

Three hours per week for first semester.

Prerequisite, Greek II.

GREEK 3-B—Plato's Apology and Crito: collateral work on the Socratic method and philosophy.

Three hours per week for second semester.

Prerequisite, Greek II.

GREEK 4—*Oratory and History.* Demosthenes: On the Crown; Phillipics. Selections from Herodotus and Thucydides.

Research work and papers required.

Three hours per week throughout the year.

Prerequisite, Greek 3-A or 3-B.

GREEK 5—*Introduction to Greek Tragedy.* Euripides; Alcestis; Sophocles; Antigone; or an equivalent; Aeschylus; Prometheus Bound. Collateral work on the Greek drama.

Three hours a week throughout the year.

Prerequisite, Greek 3.

GREEK 6—*New Testament Greek and Exegesis.* The gospels and the Johannine Epistles are studied. The peculiarities of the text, vocabulary and syntax receive careful attention.

Textbooks—Greek New Testament and Robertson's Grammar of the Greek New Testament.

Three hours a week throughout the year.

Prerequisite, Greek 2.

GREEK 7—*Classical Theatre and Drama.* Lectures and papers on their origin, development and influence. Textbook used.

GREEK 8—*Greek and Roman Civilization.* A genetic and comparative study dealing with the principal phases of its influence upon modern life. Method of pursuit to be determined by the teacher.

Greek 7 and 8 are especially offered for those who have no reading knowledge of the classical languages.

Two hours a week throughout the year.

HISTORY, POLITICAL SCIENCE, AND ECONOMICS

Those majoring in this department must take fifty hours to be selected with the advice of the Professor in charge. For a minor, take thirty hours under the advice of the Professor in charge.

COURSE 1—*Greek and Roman History.* This course will take up a study of the cultural and institutional life of these countries. It will be so shaped as to lead to the study of Mediæval History by taking hold of the beginnings of the great movements of civilization which started with the founding of these nations.

Three hours a week throughout the year.

COURSE 2—*Mediæval History.* This course will cover the period beginning with the year 375 and continuing to 1492 A. D. There will be a careful study of the Migrations of the various northern tribes; the Crusades; the formation of early European nations; and the tracing of their history in relation to the general civilization of modern times.

Two hours a week throughout the year.

COURSE 3.—*English and Political History.* This course will cover the History of England from the founding of the English nation in 449 A. D. It is designed to give the student an idea of the conflicting lines of thought that finally grew into a conception of liberal government.

Two hours a week throughout the year.

COURSE 4—*English Constitutional History.* This course will embrace the beginnings of Constitutional History as seen in the town and manor system. It will necessitate a study of the development of the various Charters in their building up of the constitutional law of England. Also there will be the study of the growth and development of the franchise and the jury system.

Three hours a week throughout the year.

COURSE 5—*The Reformation.* This course offers a study of the reformation in Germany and the other countries of Europe in its relation to Scholasticism and the Renaissance. This course will show the rise of Protestantism and its conflict; also there will be impartiality shown in the discussion of the attitude of the Roman Catholic Church.

Two hours a week throughout the year.

COURSE 6—*English Industrial History.* This course will be an introductory study of the industrial development of England. It will discuss the growth of the nation from the earliest years of its history to its growth into a mighty empire.

Two hours a week throughout the year.

COURSE 7—*Early American History.* This will be a study of the early discoveries and settlements to the beginning of the United States Government in 1789. The course will endeavor to trace the threads of future institutions. Class work and collateral reading will constitute the work of the student.

Two hours a week throughout the year.

COURSE 8—*American History from 1789 to 1865.* This course consists of a study of the period beginning with the government in 1789 to the close of the Civil War in 1865, with a detailed study of the causes and results of the great struggle. A study of the great Political, Industrial, and Civic questions will be carried on as far as possible, from the sources.

Two hours a week throughout the year.

COURSE 9—*American History, 1865 to 1920.* This course will cover the period of United States History extending from the Civil War to the present, carefully tracing the national ideals in peace and in war at home and abroad.

Two hours a week throughout the year.

COURSE 10—*U. S. Constitutional History.* This is a course made up of the study of Political Science, dealing with such fundamental questions as the constitutional convention papers, constitutional amendments, and development of the Government as we see it to-day.

Three hours a week throughout the year.

COURSE 11—*American Industrial History.* This course will present the industrial development of the United States from its earliest history to the present. There will be comparisons made from time to time with the advancements made by the countries of Europe, and more especially with that of England.

Three hours a week throughout the year.

ECONOMICS 1—*General Economics.* This course gives the student an idea of the general principles of economics, and serves as a basis for advanced work in the subject. After the characteristics of our present industrial system are examined, a study is made of the laws governing production, consumption, exchange, and distribution of wealth. Special attention is given to money and banking, protective tariffs, trusts, socialism and taxation. Ely's Outlines of Economics is used as a basis of the course.

Four hours a week, fall and winter terms.

ECONOMICS 2—*Social Economics.* This is an introductory course. The student is taught to observe society and the social conditions in all of their phases. The subject is pursued on a practical basis. Among the topics for study are: The Social

Value of Wealth; Immigration; The Family; Divorce; Education; Child Labor; City Life; Social Value of the Church; Pauperism; Intemperance and Crime. The purpose of the course is to instill into the students a desire for real research and investigation. Text book, and much collateral reading is required.
Four hours a week, Spring Term.

LATIN

The object of the Freshman year is to learn to read Latin with ease. After that emphasis is given to Roman literature, Philosophy, and Roman life.

For a major in Latin take courses 1, 2, and nine hours additional.

For a minor in Latin take course 1 and nine hours additional.

Those majoring in Latin will take one minor in English, Greek, French, or German.

LATIN 1—*Literature.* Cicero's De Senectute and De Amacitia; Livy, Books XXI and XXII; Tacitus' Germania and Agricola. Prose composition once a week.
Five hours throughout the year.

LATIN 2—Literature. Horace's Odes and Epodes; Terence, selected plays; Juvenal's Satires.
Three hours throughout the year.

LATIN 3—*Roman Private Life.* Lectures on Roman Private Life, with collateral reading in Latin from Pliny's Letters and other sources. Also extensive library reading, with frequent reports and papers on assigned subjects.
Three hours throughout the year.

MATHEMATICS

A minor in Mathematics includes courses 2, 3, 4 and 5. If a student has not had solid geometry he will be expected to take course 1. It is the expectation of the College to offer a major in Mathematics later and anyone wishing to major in this field may start now with reasonable assurance of more work added as he gets to it.

MATHEMATICS 1—*Solid Geometry.* Lines and planes in space, polyhedrons, cylinders, cones, and spheres, with numerous original exercises. Freshman year.
Five hours, Fall Term.

MATHEMATICS 2—*Plane and Spherical Trigonometry.* An attempt is made to lay the foundation for further successful mathematical study. An introductory account of the theory of logarithms and preliminary practice of the use of logarithmic tables will be followed by a study of the theory of trigonometric functions and by application of the theory to the solution of the right and oblique plane triangle and of right and oblique spherical triangles. Text: Wentworth and Smith, Spherical Trigonometry.

Five hours first half year.

MATHEMATICS 3—*Algebra.* This course presupposes a thorough knowledge of elementary algebra. Chief topics—progressions, logarithms, variables and limits, permutations and combinations, determinants, general properties of equations, and complex numbers. Text: Wentworth's College Algebra.

Five hours second half year.

MATHEMATICS 4—*Analytic Geometry.* Loci, the straight line, circle, parabola, ellipse, hyperbola, and higher plane curves.

Five hours, Fall Term.

MATHEMATICS 5—*Calculus.* Elements of calculus, including differentiation, integration, maxima and minima, plane curves, areas, and applications to mechanics and astronomy.

Five hours, Winter Term.

MATHEMATICS 6—*Surveying.* Recitations supplemented by lectures and field practice with the compass, transit, level, and other surveying instruments. Attention is given to the best of keeping field notes of surveys, writing descriptions, plotting, computing, and proving work.

Five hours, Spring Term.

MATHEMATICS 7—*Astronomy.* The principles of astronomy are considered as far as possible without mathematics. Especial attention is paid to the application of physical principles and laws to astronomical reasoning. Much observation of the heavens with and without instruments. The course is cultural rather than technical in its nature. Prerequisites, Physics I and Trigonometry.

Three hours, Spring Term.

PHILOSOPHY AND EDUCATION

It is the design of these courses to connect the student with his real world. Professor Royce wisely wrote that one philosophizes when he tries to understand his world. It is the part of a philosopher to treat life seriously and to feel for the truth sympathetically. The

Christian philosopher endeavors to construct a system of logical interpretation based upon the experience of the race in its endeavor to become better. The fundamentals of Christianity are kept in mind and due respect for its contribution to the uplift of the world is maintained.

Those majoring in Philosophy will take courses 1, 2, 3, 4, 5 and nine hours to be elected.

For a minor in Philosophy take courses 1, 2, 3 and nine hours to be elected.

Those majoring in Philosophy will take one minor in History or English.

In no case will any student be enrolled in Philosophy in his Freshman year, and all students are advised to put it off until the Junior year if possible.

PHILOSOPHY 1—*General Psychology.* A comparative study of two leading text-books on psychology. The work of the first half of the term is concerned largely with the physiological side of psychology, and gives special emphasis to consciousness and the nervous system. The second half is given to the study of mental activity, such as retention, disposition, habit, instinct, association, recall, cognition, perception, memory, reasoning, emotion, and will. Text-books: Pillsbury and James.
Daily, Fall Term.

PHILOSOPHY 2—*Logic.* A study of the purposes, laws, and limitations of human reasoning, whether deductive or inductive. The course is made as practical as possible. Text: Creighton's Introductory Logic.
Daily, Winter Term.

PHILOSOPHY 3—*Ethics.* A critical study of the foundation of moral obligations. The course is designed to give philosophic insight and to build moral character. Moral laws are applied to practical life and correlated with Christian ethics. Comparative study of two standard texts. Lectures.
Daily, Spring Term.

PHILOSOPHY 4—*History of Ancient and Medieval Philosophy.* A careful survey of philosophic thought from the early Greeks to the Renaissance. The aim of this course is not so much to master the details of each philosopher as to grasp the fundamental of each school and note the effects upon succeeding

philosophies and sciences. Text-book, much collateral reading, and lectures.

Open to Juniors and Seniors.

Three hours, first half year.

PHILOSOPHY 5—*History of Modern Philosophy.* Beginning with Descartes and Bacon, the development of philosophic thought and its relation to national ideals are carefully studied. This study should throw substantial light upon the background of modern social, religious, educational, and governmental problems.

Open to Juniors and Seniors.

Three hours, second half year.

PHILOSOPHY 7—*Social Psychology.* A study of social instincts and their relation to organized society. Crowd psychology, the mob, fashion, excursions, behavior under excitement, under crises both personal and national, the public press, propaganda, and some attention will be given to the psychology of religious experience.

Open to students who have had General Psychology.

Three hours, second half year.

PHILOSOPHY 8—*Philosophic Foundations of Christian Theology.* The first part of the course makes an inquiry into the theistic conception of the world with the thought of establishing that view as a necessary postulate of reason and of human life. The second part of the course offers a philosophic study of the fact and the sense of sin, the incarnation, atonement, miracles, redemption from sin, immortality, etc. The effects of these doctrines will be traced in civilization, and modern problems will be viewed in the light of what Christianity offers as a solution.

Open to Juniors and Seniors.

Three hours throughout the year.

EDUCATION 1—*History of Education.* This course takes a rapid review of Greek, Roman, and Mediæval education and begins more intensively with the Renaissance and the Reformation. Due emphasis is given to educational movements, special types of schools, methods, great leaders, and the effects upon community and national life. Text-book, assigned readings, and lectures. Any student selecting this course should have had Ancient, Mediæval, and Modern European History. Prerequisite: General Psychology.

Three hours a week, first half year.

EDUCATION 2—*Secondary Education.* It is the object of this course to give some appreciation of the development of secondary education with special emphasis to curricula, aim, discipline, method, and influence. A consideration of adolescent psychology

will give a basis for constructive criticism and study. Textbook, reading, and lectures. Prerequisite: General Psychology.
Three hours a week, second half year.

EDUCATION 3—*Educational Psychology.* A study of original instincts, their appearance and modification through direction, the learning process, formal discipline, the measurement of mental activities, and the value of the different subjects of the curriculum.
Open to students who have had General Psychology.
Two hours, first half year.

EDUCATION 4—*Philosophy of Education.* In this course an effort is made to get the relation of the educational process to biology, psychology, and social well-being of the individual and the race. Educational theory and curricula are critically studied, also the social aspects of past and present educational practices. Prerequisite: General Psychology.
Two hours a week, second half year.

SCIENCE

Every student should have in high school or college at least one good course, with extensive laboratory work, in Physics, Chemistry, and Biology.

For a major in Science take courses 1, 2, 3, 4, and 5.

For a minor take courses 1 and 2, or 3 and 4, and one other.

Those majoring in Science will take one minor in Mathematics.

SCIENCE 1—*General Physics.* This is a first course in College Physics and may be taken by students who have not had higher mathematics. It takes up the general properties of matter, wave motion, sound, heat, electricity, magnetism, and light.
Five hours throughout the year.

SCIENCE 2—*Advanced General Physics.* This course aims at delicate precision in the various mathematical problems in the study of mechanics, heat, light, sound, electricity and magnetism. Prerequisites, Physics 1 and Mathematics 2, 3, 4, and 5.
Three hours throughout the year.

SCIENCE 3—*General Inorganic Chemistry.* This course includes lectures, recitation and laboratory work. The mentals and metalloids, together with their more important compounds, are studied. The mentals or base-forming elements are given special attention. In the laboratory the student becomes familiar with apparatus and methods of work. More elaborate experiments to illustrate lectures are performed by the instructor. Two

to three hours in class and four to six in laboratory weekly to count as a five-hour course.

SCIENCE 4.—*Analytical Chemistry.* (a) Qualitative Analysis. This course comprises the study of behavior of the bases and the acids toward the common reagents, by actually testing each. With the knowledge thus gained the student learns to separate metals and acids into groups and to isolate each. Lectures and recitations will be devoted to discussions of reactions and the study of theories of "solution," "precipitation," "chemical equilibrium," etc.

(b) Quantitative Analysis. This course takes up the quantitative determinations of various basis and acids, moisture of simple compounds, salts, ores, etc. Determinations are gravimetric in the beginning and later volumetric methods will be used. Standard solutions are made by the student himself and tested as to their correctness.

By analyzing twenty "unknown substances," the student fixes the facts in his mind and shows how accurate his knowledge is. The textbook used is McGregory's Manual of Qualitative Chemical Analysis. Laboratory and lectures six hours a week throughout the year. Course 3 in Inorganic Chemistry, or equivalent is a prerequisite for this course.

Three hours throughout the year.

SCIENCE 5—*General Zoology.* Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amoeba, peramoecium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two or three two-hour laboratory periods a week.

Five hours throughout the year.

SCIENCE 6—*Comparative Vertebrate Anatomy.* A study of selected vertebrate types from Amphioxus to the mammals. The form and development of the different systems of organs are considered in detail. This course is an excellent preparation for the work in human anatomy or for teaching. This course and Science 5 make a good year's course in Biology. Required of medical students. Elective in the College. Recitations two hours, laboratory four hours.

Four hours throughout the year.

SCIENCE 7—*General Histology.* A course in histological, including the processes of fixing, imbeding, staining, technic sectioning and mounting different kinds of tissues. This course also in-

cludes an elementary study of the various organ tissues. Elective in the College. Recitations two hours, laboratory four hours for the Fall Term.

Prerequisite: At least seven term hours of Biology.

SCIENCE 8—*Biology and Disease.* This course consists of recitations and lectures on the cause and means of preventing communicable diseases. It aims to give the facts which every person should know concerning tuberculosis, typhoid fever, diphtheria, yellow fever, and other diseases caused by bacteria or protozoa. Elective in the College and Senior Academy year.

Two hours a week, Winter Term.

SCIENCE 9—*Botany.* A study of the biology, morphology, and classification of typical plants selected from the different groups. Recitations two hours, laboratory four hours.

Four hours a week, Spring Term.

SCIENCE 10—*Organic Chemistry.* A prerequisite for this course is course 3 in Inorganic Chemistry, or its equivalent. In this course the structure of carbon compounds, deduction of formulas, occurrence, properties, uses, identification, and laboratory practice in their preparation.

Six hours a week throughout the course of a half year are required for laboratory and lectures. The textbook is Perkin and Kipping's Organic Chemistry.

HOUSEHOLD ARTS

HOME ECONOMICS I—*Foods and Cookery.* The classes of foods, their use, food values, and cost; principles of selection, marketing, and manufacture of foods, food combinations; laboratory practice in preparation of foods. Three two-hour periods a week, first half year.

HOME ECONOMICS II—*Textiles and Clothing.* Materials suitable for various uses in the home and in clothing; drafting of patterns; samplers; hand and machine sewing; garment making. Three two-hour periods a week, second half year.

Normal School

The Normal School is planned to meet the requirements of the State law as an approved Normal School whose graduates upon the completion of certain courses may be granted by the State certificates to teach, in the same manner that graduates from the State Normals receive certificates.

The Board of Regents for Normal Schools has already approved Union College Normal for the Elementary Certificate and it expects this year to be approved for the Intermediate Certificate.

COURSES

Two courses, the Elementary Certificate Course and the Intermediate Certificate Course, are offered. The courses in each are of High School grade. The Elementary embraces the equivalent of five and one-third High School units, plus drills; and the Intermediate the equivalent of ten and two-thirds more such units, plus drills.

EQUIPMENT

The entire equipment of the College is open to use by the Normal School. This equipment includes good laboratories in Physics, Chemistry, Biology, Domestic Science and Art. Agricultural plots, the Conservatory of Music, Expression, Typewriting, Library, a Training School, New Gymnasium and Athletic Field.

TRAINING SCHOOL.

Union College has made arrangements with the Barbourville City Schools to use the first six grades for a training school. The seventh and eighth grades are at the College. The College helps to select the teachers for the training school. Normal students do observation and practice teaching in the training school.

FACULTY

The Faculty is made up of trained specialists in every department, from the critic teachers in the training school to the head of the Normal School.

SCHEDULE

Since many of the Normal students come after their schools close in December or January the schedule for the Normal courses will be adjusted to the needs of the students. Some studies will be repeated each term if necessary. Some studies may be taken together with the regular Academy students while others will be run for Normal students only. However, a good student may finish the regular Academy course and the two Normal courses in the time that the average student takes for the Academy alone.

THE ELEMENTARY CERTIFICATE COURSE

This course is open, without conditions, to those who have completed the eight grades of the common school course. Those who have not completed the eight grades will be put in the Sub-Academy or special classes until they are prepared for this course. This course leads to the Elementary Normal Certificate, which is good for two years in the public schools of the State.

The courses are written up by the term and each course counts one-third of a unit and each drill one-sixth of a unit. Certain method-content courses are required, while there is some liberty in selecting others.

THE INTERMEDIATE CERTIFICATE COURSE.

This course is open, without conditions, to those who have completed the Normal Elementary Certificate Course or its equivalent. This course leads to the Intermediate Normal Certificate, which is good for four years in all the common schools of the State.

Those who enter with accredited High School work will be required to take certain method-content courses in the Elementary Certificate Course and enough other work to take the place of the regular High School subjects which have already been taken and which may be credited on this course.

The courses outlined for the State Normals will be followed in their full equivalents, and, as far as practicable, in all particulars. The State Normal courses are as follows:

ELEMENTARY CERTIFICATE COURSE
One Year

Arithmetic	2-3 unit
Grammar	2-3 unit
Reading	2-3 unit
Geography	1-3 unit
Civics	1-3 unit
*Education	2-3 unit
English Composition	2-3 unit
American History	2-3 unit
Physical Education	2-3 unit
Penmanship	1-3 unit (drill)
Music	1-3 unit (drill)

INTERMEDIATE CERTIFICATE COURSE
First Year

Geography	2-3 unit
American Literature	2-3 unit
Algebra	2-3 unit
Psychology	2-3 unit
Agriculture and Nature Study	2-3 unit
Ancient History	2-3 unit
Algebra	2-3 unit
Sociology	2-3 unit
Physical Education	1-3 unit (drill)
Drawing	1-3 unit (drill)

Second Year

Modern & Medieval His...	2-3 unit
Geometry	2-3 unit
English Literature	2-3 unit
Education	2-3 unit
(School Laws—Course of Study, etc.)	
Biology	2-3 unit
American Government	2-3 unit
English	2-3 unit
Geometry	1-3 unit
Education	1-3 unit (Obs. and Par.)
Industrial Arts	2-3 unit (drill)

*Ten clock hours of this course shall be spent in practice teaching.

Note—Some of these courses are not yet written up for this bulletin but they will appear in a special Normal School Bulletin to be published later.

Academy

PURPOSE

The Academy is designed to prepare students for colleges or technical schools; to give teachers the high school work required by the new law in Kentucky, and to broaden the eduction of those taking up business and home life.

SCOPE OF INSTRUCTION

The Academic Course is four years in length and covers a regular high school course. The course is uniform for the first two years.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific, professional or vocational life as he sees fit.

Our Academy is in Class A of the accredited list of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

ENTRANCE

Those finishing the Sub-Academic and those presenting a common school diploma, or a certificate of promotion from a good graded school or high school, or a teacher's license will be admitted to the Academy without examination. A statement from the principal of a private school may or may not be accepted. Those who have completed the grade work except a few branches may take enough in the Academy to make a full course, provided they are prepared to take the Academic work. Other

applicants will be subject to examination in the common school branches.

Students will be kept, as nearly as possible, regular in the course.

ADVANCED STANDING

Advanced standing will be given students presenting credits from good secondary schools and to students passing examinations on work done for which credits are not presented.

GRADUATION

An Academic Diploma will be granted students completing the Academic Course. Students completing the course except one subject for one year or equivalent will be graduated with their class on the condition that they return and finish the subject the Freshman Collegiate year and receive the diploma when the work is finished.

ACADEMY CURRICULUM

Freshman

FALL TERM	WINTER TERM	SPRING TERM
English I.....5	English I.....5	English I.....5
Latin I.....5	Latin I.....5	Latin I.....5
*Science 5	Science 5	Science 5
Mathematics I ...5	Mathematics I ...5	Mathematics I ...5
Bible 2	Bible 2	Bible 2

Sophomore

English II 5	English II 5	English II 5
Latin II 5	Latin II 5	Latin II 5
Mathematics II ..5	Mathematics II ..5	Mathematics II ...5
History I 5	History I 5	History I 5
Bible 2	Bible 2	Bible 2

Junior

English III 5	English III 5	English III 5
Mathematics III...5	Mathematics III ..5	Mathematics III ..5
Bible 2	Bible 2	Bible 2
†Elective 10	†Elective 10	†Elective 10

Senior

English IV 5	English IV 5	English IV 5
Science III 5	Science III 5	Science III 5
Bible 2	Bible 2	Bible 2
‡Elective 10	‡Elective 10	‡Elective 10

*Any Science courses except Physics may be elected here.

†Two units chosen from Latin, French, History, Physiology, Domestic Science, Music or Expression.

‡Two units chosen from Latin, French, History, Economics and Psychology, Physiology, Domestic Science, Music, Civics, Mathematics, or Expression. In electing a special, like Music or Expression, tuition is extra. Some time during the course all girls must take one unit of Domestic Science embracing Cooking and Sewing.

Academy and Normal Departments of Instruction

EDUCATION

EDUCATION I—*Psychology* 1. Psychology is the foundation of all studies in Education. This is an elementary course dealing with the simpler foundation principles of the nervous system as observed in original responses to stimuli and in its modifiability under environment. Text-book and class discussions. Required of all candidates for the Elementary Certificate. Fall Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION II—*Method* 1. This course embraces a study of the principles underlying the proper teaching of children in the first four grades. Method in Reading and Number, Language and Drills, and in the teaching of Morals, such as personal and group neatness, hygiene, loyalty, etc., receive special emphasis. Text-book, library readings, class discussions. Required of all candidates for the Elementary Certificate. Winter Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION III—*Observation* 1. This course should follow Education II. After the theory has been clearly grasped as based upon the Psychology of the learning process the observation of the practical demonstration of the theory in actual schoolroom work, accompanied by expert supervision and followed by guided discussion, should give the prospective teacher a satisfying assurance that there is a real science in teaching which may be learned by careful application. Required of all candidates for the Elementary Certificate. Spring Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION IV—*School Management* 1. To feel discipline intelligently and sincerely is a guarantee to good order. This course endeavors to develop the proper attitude toward administrative problems and to give the best known forms to be used in meeting the usual but varied problems of the schoolroom, playground, and community. Observation will be made of the training school to get real situations and living examples for consideration. A standard text-book, lectures and discussions. Winter Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION V—*Elementary State Course of Study.* The first problem of the rural teacher is how to manipulate the course of

study so as to have a well-graded school and to cover the work set by the course. This problem is thoroughly worked out, together with many points of method and administration. Spring Term, daily. One-third unit.

EDUCATION VI—*Psychology 2.* A special study of childhood and adolescent Psychology as it pertains to the problems of the schoolroom and other points of interest to the educator. Textbook, lectures and discussions. Required of all candidates for the Intermediate Certificate. Fall Term, daily, and repeated when necessary. One-third unit.

EDUCATION VII—*Method 2.* This course presents the principles of education underlying the work of the upper grades of the common school, with special emphasis on method in History, Geography, Physiology, Civics, Arithmetic and Grammar. Winter Term, daily. One-third unit.

EDUCATION VIII—*Observation 2.* This course calls for more individual work than Observation 1, and embraces the making of lesson plans, participation in practice teaching, the careful keeping of notebook, lectures, assigned reading, quizzes, and discussions. Required of all candidates for the Intermediate Certificate. Spring Term, daily. One-third unit.

ENGLISH

The aim of this department is to give the student such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and æsthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ENGLISH I (*a*)—*English Grammar.* This course is planned to give teachers a more definite knowledge of grammar by emphasizing the difficult points. Supplementary texts are used in connection with the adopted text in order to add new light and in-

terest to the subject. The parts of speech, their modifications and special functions, also diagramming, analyzing, and parsing, are carefully studied. Fall Term, daily. One-third unit.

(b) Text used Lewis and Hosic's "Practical English." Careful study of punctuation, use of the dictionary, the paragraph and the sentence. Special attention is given to letter writing and to the various business forms. Stress is laid on oral composition and written themes are required. Classroom study of Old Greek Folk Stories and "Merchant of Venice." Outside reading of ten Current Short Stories and "Wonder Book." The work of training the student in fundamentals of literary interpretation is begun. Winter Term, daily. One-third unit.

(*c*) Reading Course. In this course the student is taught the principles underlying correct breathing, tone production, voice placement, and poise. Special attention is given to enunciation, articulation and pronunciation. For practical demonstration, selections will be made from the classics. Spring Term, daily. One-third unit.

ENGLISH II (*a*)—Careful study of narration, using Lewis and Hosic's "Practical English." Oral and written composition required throughout the course. Classroom study of "Tanglewood Tales" and "Silas Marner." Outside reading of Current Literature. Fall Term, daily. One-third unit.

(*b*) A beginning course in exposition in which the fundamentals are applied to situations arising in everyday life. Classroom study of "Ancient Mariner" and "The Oregon Trail." Outside reading of Thoreau's "Walden" or some similar work. Winter Term, daily. One-third unit.

(*c*) A beginning course in argument, briefs, written themes involving the principles, and debates throughout the course. Some study is made of the newspaper and periodicals. Classroom study of "As You Like It" and selections of argumentative prose. Outside reading required. Spring Term, daily. One-third unit.

ENGLISH III (*a*)—Study of the principles of narration and description, with outside reading of ten or more of the world's best short stories. Frequent narrative and descriptive themes are required throughout the term. Careful class study of Cranford. Fall Term, daily. One-third unit.

(*b*) Principles of Exposition are studied; review of letter writing, original defining of terms with dictionary practice. Frequent expository themes are required. The class reads the Sir Roger de Coverley Papers, and Mid-Summer Night's Dream.

A biography selected by the student is required for outside reading during this term. Winter Term, daily. One-third unit.

(c) Rapid review of text-book, frequent language drills, correcting individual mistakes. The class studies The House of Seven Gables, Warner's "In the Wilderness," and has one lesson a

week from the Literary Digest. Themes and longer papers are required.

Classics, text-book and magazines are subject to change, but equivalents are given. Text of year, Brooks—Book II. Spring Term. One-third unit.

ENGLISH IV (*a*)—The principles of argumentation as laid down in Brooks—Book II are studied. Outlines, briefs and themes are required, and formal debates are held from time to time. The class makes an intensive study of Burke's Speech on Conciliation, or of Washington's Farewell Address. Fall Term. One-third unit.

(*b*) An elementary study of the principles of poetry forms the basis of this term's work. Palgrave's Golden Treasury, Milton's Minor Poems, and Macbeth are studied. Winter Term. One-third unit.

(*c*) Review principles of the year's work, with thorough study of Carlyle's Essay on Burns. Themes, talks, discussions of current problems, outlines and briefs are continued throughout this term. Spring Term. One-third unit.

MATHEMATICS

MATHEMATICS I (*a*)—*Arithmetic.* This course embraces a review of all the more important principles of arithmetic. Outdoor work, measuring land, estimating lumber in logs, bills of weather boarding, flooring, painting, capacity of cisterns, bins, etc., a study of percentage, including notes, checks, stocks, and bonds, measuration, and the principles of involution are given careful study. Fall Term, daily. Repeated Winter and Spring Terms, when necessary. One-third unit.

(*b*) *Algebra.* This course includes Negative Algebraic Expressions, Addition, Subtraction, Multiplication and Division, also Simple Equation with one unknown quantity. Wentworth and Smith Academic Algebra, Chapters I-VIII. Winter Term, daily. One-third unit.

(c) *Algebra.* This course includes special Products and Quotients, Factors and Fractions. Wentworth and Smith, Chapters IX-XI. Spring Term, daily. One-third unit.

MATHEMATICS II (*a*)—*Algebra.* This course comprehends a rapid review of previous work, also Factors, Fractions, Fractional Equation, simultaneous Rates, Proportions and Variation. Wentworth and Smith, Academic Algebra. Fall Term, daily. One-third unit.

(*b*) *Algebra.* Continuation of Course (*a*). Simple Equation, Graphs, Powers and Roots, Quadratic Equations. Wentworth and Smith, Chapters XIII-XVII. Winter Term, daily. One-third unit.

(*c*) *Algebra.* Simultaneous Quadratic Equations, Powers and Roots, Progression, Binominal Theorem, Logarithms. Wentworth and Smith, Chapters XVIII-XXII. Spring Term. One-third unit.

MATHEMATICS III (*a*)—*Geometry,* Book I. Much attention is given to the solution of problems designed to train the student in logical thinking and the methods used discourage mere memorizing of propositions. Wentworth and Smith. Fall Term, daily. One-third unit.

(*b*) *Geometry,* Books II and III. Some attention given as above to practical and independent use of principles in Geometry and the application of the same to mechanical arts and surveying. Wentworth and Smith. Winter Term, daily. One-third unit.

(*c*) *Geometry,* Books IV and V. Completed with notebooks containing principal problems solved during the year. This term completes Plane Geometry. Wentworth and Smith. Spring Term, daily. One-third unit.

MATHEMATICS IV—*Solid Geometry.* The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text: Wentworth and Smith.

Five hours, Fall Term.

LATIN

LATIN I—A study of the more elementary rules of Latin syntax with thorough drill on declensions and conjugations. Stress is laid upon proper pronunciation, English derivation, and the nature of Latin sentence structure. The more involved syntax of subjunctive, infinitive and indirect discourse.

Five hours per week throughout the year.

LATIN II—Cæsar's Gallic Commentaries, Books I-IV. Detailed attention given to the geographical, historical and political background of the narrative. Prose composition once a week throughout the year, and daily drill on syntax.

Five hours per week throughout the year.

LATIN III—The four orations against Catiline. Poet Archias and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Collateral reading on related subjects. Prose composition once a week throughout the year.

Five hours per week throughout the year.

LATIN IV—Virgil's Aeneid, Books I-IV, are read for the translation, story, mythology, scansion and literary merit.

Five hours per week throughout the year.

FRENCH

FRENCH I—Fraser and Squair's *Shorter French Course* is studied, through Lesson XLVIII. Daily drill in pronunciation, colloquial phrases, and the oral reading of French is given. One easy prose book is read in connection with the grammar. Open to Juniors and Seniors. Daily throughout the year. One unit.

FRENCH II—Fraser and Squair's *Shorter French Course* is completed, and approximately a hundred and fifty pages are read from a selected play and novel. Conversational drill and the memorizing of poems throguhout the year. Open to Juniors and Seniors. Daily throughout the year. One unit.

NATURAL SCIENCE

SCIENCE I—*Agriculture I.* This course is broad in its treatment, fundamental in significance, dealing in a general way with the soil, fertilizers, and manures, plants and plant propagation, field crops, insects and diseases and their control, domestic animals, their care and feeding, and the farm home. It is designed to prepare teachers for teaching agriculture in the rural schools of Kentucky, and is required for the Elementary Certificate. Text Book: Laboratory and Field Work.
Fall Term, daily. One-third unit.

SCIENCE II—*Physiology.* This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. Text: Blaisdell's Life and Health. Supplementary reading in Pyle's Personal Hygiene and Tolman's Hygiene for the Worker is required.
Winter Term, daily. One-third unit.

SCIENCE III—*Botany.* The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the laboratory, including microscopic work. Each student is required to collect, press and neatly mount twenty-five flowers. Text: Coulter's Plant Life and Plant Uses and Hughes' Practical Experiments.
Spring Term, daily. One-third unit.

SCIENCE IV—*Geography.* A thorough course is given covering the principles of geography, a detailed study of North America, and a brief study of the other continents, emphasizing their economic development—concentration of industries, transporta-

tion, government, and governmental activities. Method of preparation and presentation is given careful attention and is made a prominent part of the course.
Fall Term, daily. One-third unit.

SCIENCE V—*Physical Geography.* Special emphasis is placed upon the formation and preservation of soil, the relation of forests to erosion and water supply, the laws governing weather conditions, and the relation of all these factors to human development.
Spring Term, daily. One-third unit.

SCIENCE VI—*General Science.* This course aims to furnish an introduction to the scientific study of the elementary sciences. The topics considered are those of general significance, as AIR —characteristics, temperature changes and seasons, humidity, structure, and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student, and some standard text.
Winter Term, daily. One-third unit.

SCIENCE VII—*Agriculture II.* This course is for the more advanced students. A careful study is made of the principal farm crops of Kentucky, with special emphasis upon the problems of the southeastern Appalachian regions, and to teaching them in the one-room rural schools. Soils, soil fertility, field crops, farm management, vegetable gardening, landscape gardening, animal husbandry, poultry husbandry, rural health and sanitation, will be studied in this course. Text Book: Laboratory and Field Work.
Spring Term, daily. One-third unit.

SCIENCE VIII—*Nature Study.* One of the most interesting studies in the school curriculum is that of nature. In this course the student is taught to observe closely the things of nature round about him. Some of the most interesting features of the work will be early morning bird study, strolls over the campus and through the adjacent fields and woodlands. Special attention will be given to the study of birds, trees, flowers, fruits, and insects, and a collection of specimens of various kinds will be made, labeled and mounted by each pupil.
One term. One-third unit.

SCIENCE IX—*Elementary Physics.* This course extends throughout the year. Class work three periods and laboratory work four periods per week. Students are required to perform forty experiments, which are submitted to the instructor for crit-

icism. A study is made of mechanics, work, heat, magnetism, static electricity, sound and light. Text: Millikan and Gale, and Manual.

Daily throughout the year. One unit.

HISTORY AND CIVICS

History I—*American History* (*a*). This is a course in the fact history of our country. Its purposes are to give the student a general working knowledge of American History complete, to give enough method of history to enable a student to do good teaching of the subject in the rural schools, or to do advanced American History in any Normal School. Winter Term, daily. One-third unit.

History (*b*) continues the work of History (*a*), but it is the Method History of the department. It takes up the chain method spoken of in the State course of study and develops the idea thoroughly, by considering such leading threads of history as: Slavery, the Tariff, Westward Expansion, the Spoils System and Civil Service Reform, the Banking System and Panics, Growth and Development of Political Parties. This course attempts to create an abiding interest in the affairs of the world. Therefore special attention is given to the Monroe Doctrine and American Foreign Relations, bringing out vividly America's part in the World War.

Spring Term, daily. One-third unit.

History II—(*a*) Text: Breasted's "Ancient Times." Study of rise and fall of the civilization of the Orient. Study of the dawn of European civilization in Crete. Notebook work, map drawing and written work required.

Fall term, daily. One-third unit.

(*b*) A study of Greek history. Notebook work, map drawing and written work required.

Winter Term, daily. One-third unit.

(*c*) A study of the rise and decline of Rome. Notebook work, map drawing and themes required. Some attention given to current history.

Spring Term, daily. One-third unit.

History III—(*a*) Text: Robinson's "Medieval and Modern Times," a study of Euorpean civilization from the fall of Rome to the year 1500. Notebook work, map drawing, and themes required.

(*b*) Modern European History to Napolean, careful study of the reformation and the development of constitutional government. Notebook work, map drawing, and themes.

Winter Term, daily. One-third unit.

(*c*) Study of European History from Napolean up to the present. Careful study of the world war. Considerable attention is given to Current History. Notebook work, map drawing, and themes required.
Spring Term, daily. One-third unit.

CIVICS I—This is Elementary Civics, covering the most fundamental aspects of the subject, including Kentucky Civil Government. The adopted textbook will be used as a basis of the work, supplemented by other texts. One term is required of Normal students.
Winter Term, daily. One-third unit.

BIBLE

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this, the greatest of books, by the average man. A skeptical professor in one of the great American universities, after having failed to get an intelligible answer on some point of simple Biblical history indignantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is also fundamental to strong Christian character, and church schools should certainly give every student some good courses.

BIBLE I—*Old Testament History.* This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.
Two hours.

BIBLE II—*New Testament History.* This course deals with the early history of the Christian Church and its ideals and work as recorded in the synoptic Gospels and the Acts. A general text is used as an organizing basis. Designed for Academy students, third year.
Two hours.

BIBLE III—*Introduction to Religious Education.* A study of principles and methods of religious education, especially in the Sunday school.
Open to Academy Seniors only.
Two hours.

HOME ECONOMICS

HOME ECONOMICS I—A. Fall Term. One-third unit.

1. *Hand Sewing*—Complete course in hand sewing, practice in fundamental stitches, including making of button-holes, hemming, hemstitching, etc., applied on models and simple hand-made articles such as towel, sewing bag and apron.

2. *Cookery*—Classification and composition of foods; food values; food combinations; measurements; cooking; laying of table and serving.

3. *Household Administration*—Discussion of terms, difference between house and home; location; surroundings and heating; house planning. (Necessity for proper amount of sunlight; ventilation; smoke, dust and dirt; drinking water; disposal of waste.) Materials used in construction of houses. Cost; public sanitation.

B. Winter Term. One-third unit.

1. *Elementary Sewing*—Study of textile industry; study of sewing machines. Machine and hand sewing; drafting of patterns; cutting and making of undergarments; cost, durability and suitability of materials and trimmings. Comparison of home made and ready-made garments. Mending and darning.

2. *Cookery*—Continuation of Course I. Selection of food; cost, production and manufacture of foods; cooking and serving.

3. *Home Furnishings and Decoration*—Intensive study of various rooms of house with relation to other rooms, best coverings, wall colorings which will suggest cheer and brightness; furniture which is durable and appropriate, furnishings; simple curtains and draperies.

C. Spring Term. One-third unit.

1. *Sewing*—Study of materials suitable for school dress with general discussion on quality to look for, color comparisons, trimmings, etc. Making of simple wash school dresses and middy-suit.

2. *Cookery*—Preservation of foods; requirements of various groups; relation of cost to nutritive value; planning, cooking and serving of meals; invalid cookery; making of balanced menus for limited numbers.

3. *Household Administration*—Course of lectures dealing with proper distribution of income, budgets, labor saving devices; household accounts; scientific management of the home; care of the house; daily routine of household work.

NOTE—In clothing and dressmaking courses students provide all materials for garments and household articles, subject to approval of instructor.

HOME ECONOMICS II—A. Fall Term. One-third unit.

1. *Dressmaking*—Intensive study of all textiles; history of costume; designing, drafting and cutting; making of wool dress; practice in selection of clothing; removal of stains.

2. *Home Cookery*—Classes of foods; uses; food values and cost; principles of selection; marketing and manufacturing of foods; food combinations; laboratory practice in preparation of foods; serving of meals.

3. *Household Administration*—Evolution of the house; history of the home; study of color combinations; effect of color and practical application in the home. Furnishing the home from a sanitary and artistic standpoint.

B. Winter Term. One-third unit.

1. *Clothing and Sewing*—Color design and economy of dress; dress budget for year and other expenses; making of tailored waist and gingham dress; begin silk dresses.

2. *Home Cookery*—Purpose of course to give opportunity for practice in home cookery. It includes planning, cooking and serving of breakfasts, luncheons, and dinners; home marketing to acquaint students with practical marketing of family food supply; cuts of meats; choice of fruits and vegetables.

3. *Household Conveniences*—Household expenditures; personal accounts, water supply and disposal of wastes, laundering of clothes.

C. Spring Term. One-third unit.

1. *Dressmaking and Millinery*—Finish silk dress; dress of wash material; millinery, including covering of hat frames and making of trimmings; study of materials used, renovating, etc.; practical and artistic principles of millinery used.

2. *Invalid Cookery*—This course consists of practical demonstrations of preparation and cooking of foods for sick and convalescents.

3. *Home Nursing and First Aid*—Home care of the sick; care of sick room; care of patient; care of convalescent; sick room methods; foods for sick.

HOME ECONOMICS III—In the winter term there is offered a short course in Nutrition for Normal students. This course consists of the study of foods as to composition, value, use, and digestion; food requirements for individuals; school lunches and their preparation.

REFERENCE BOOKS

"Principles of Correct Dress," Florence Winterburn.
"Shelter and Clothing," Kinne and Cooley.
"Domestic Art in Woman's Education," Cooley.
"Textiles," Woolman and McGowan.
"Women and Economics," Charlotte Stetson.
"Art and Economy in Home Decoration," Mabel Priestman.
"Food Products," Sherman.
"Every Step in Canning," Grace Viall Gray.
"The School Kitchen Text Book," Mary J. Lincoln.
"The Boston Cooking School Cook Book," Fannie M. Farmer.
"Food and Household Management," Kinne and Cooley.
"Table Service," Lucy G. Allen.
"Bacteria, Yeast and Molds in Home," Conn.

Good Housekeeping,
Ladies' Home Journal,
Modern Priscilla,
} Monthly Magazines.

DRILLS

We are well prepared to give the necessary drills through the departments of Music, Penmanship, Typewriting, and Handwork.

PHYSICAL TRAINING

With our new Gymnasium well equipped and with trained teachers in charge, we require every student in the College to take Physical Training, including swimming. A special class is offered for teachers.

Typewriting and Penmanship

Miss Nannie Taylor

The College owns six new Remington typewriters and will give instruction to any student desiring to learn typewriting.

The time has come that a large per cent of professional and business men feel that their time is too valuable to be taken up in writing longhand. With the use of the typewriter they save time and give a perfectly legible letter.

Save time and money by learning to use the typewriter.

Because one can use the typewriter he should not write an illegible hand. There is always more or less hand writing necessary. The College will require all students to write a legible hand. Then for the help of those who must have penmanship and for those who want to become good penmen this department will be kept in good order.

Conservatory of Music

The course offered in Union College Conservatory of Music is arranged in departments, open to students from the college and community. Any of these departments may be taken as desired, but those who wish to obtain the Conservatory Diploma, Certificate or credit must follow the special course leading to graduation with one of the following major subjects: Piano, Voice, Violin or any band or orchestra instrument.

A. *Piano Department,* including children's work; Academy Music Course; Teachers' Training; Conservatory Course.

B. *Voice Department,* including children's course; Teachers' Training; Conservatory Course.

C. *Violin Department,* including all stringed instruments and the orchestral work.

D. *Wind Instruments and Band Department.*

E. *Theoretical Work*—Harmony, history of music, sight singing, ear training, etc.

Credit is based upon the theoretical courses when accompanied by the practical or applied courses in Piano, Voice, Violin, Band or Orchestral Instruments. One unit towards graduation from the Academy will be given after passing successful examinations on the following subjects: Harmony I., History of Music I., Sight Singing and Ear Training. A second unit will be given after completing successfully Harmony II., History of Music II., Choral Work.

GENERAL OUTLINE

For those desiring to become thorough musicians, the Conservatory offers a broad and sound training, leading to the full equipment for professional life.

Stress is laid upon the theoretical studies, for no person can become an intelligent musician without an under-

standing of the make-up of music so as to be able to analyze, and therefore appropriate to himself the details of the composition. In this way alone can a true interpretation be reached.

The *Theoretical Studies* are: Theory, Harmony, Analysis, Counterpoint, Composition, Ear Training, Musical Dictation, Sight Singing, etc., and these are studied in classes, except in the case of students who wish to make Harmony and Composition a special study.

The *Mechanical Studies* are: Technique and Physical Exercises, especially arranged for the development of the parts of the body used in playing and singing. These may be given in classes or individually as the needs of the students may demand.

The *Expressional Studies* are so individual as to require special and private teaching in the applied lessons.

The Director will assign the students to their proper classes and teachers, and the courses will be followed strictly so as to have uniformity in the work.

Besides the Prescribed Course of Study, leading to a Diploma or a Degree, students may register for one or more subjects in the different departments, and will be granted *certificates,* providing the theoretical studies are taken with the applied music.

THEORETICAL COURSES

(To accompany the applied music,).

THEORY I—This includes work in musical terminology, tonology, rhythm, notation, the elements of music, ear training with sight singing and dictation in major keys and simple rhythms.

THEORY II—More advanced work in rhythm, notation, ear training and sight singing, including the major and all minor and chromatic scales, and the playing of these in one octave.

HARMONY I—Review of all Major and Minor Scales. Intervals and their inversions. Triads in all forms. Keyboard Harmony Analysis of simple forms. Figured Basses. Harmonization of melodies.

HARMONY II—Advanced work in Diatonic Harmony with keyboard Harmony. Harmonic analysis. Harmonization of melodies.

Prerequisite: Harmony I.

HARMONY III—A thorough study of Chromatic Harmony, and of Harmonic analysis. Further Harmonization.
Prerequisite: Harmony II.

COUNTERPOINT—After completing the course in Harmony, a pupil may take up the study of Bellerman's "Treatise on Counterpoint, Canon and Fugue." Upon this method the great composers based their ability and technic in composition.

COMPOSITION I—This course introduces the student to the simpler forms of composition, and may be begun after the course in Harmony is complete, or after Harmony II.

COMPOSITION II—This follows Composition I, and is arranged to cover all the simpler forms in composition, both for Piano, Voice or Orchestral music.

HISTORY OF MUSIC I—A simple course in history to show the development of the art of music and the lives of the composers.

HISTORY OF MUSIC II—Aside from text-books, lectures are given by the teacher and research work and collateral reading is required. Topics will be assigned.

APPRECIATION OF MUSIC—A course designed to cultivate the power of listening intelligently to music, with understanding, feeling and taste. Illustrations are given by the use of one of the mechanical machines, as well as performance by individuals.
This course is open to any students desiring an understanding and appreciation of music. No previous musical training is necessary. If used for credit, examinations must be taken.

THE CONSERVATORY COURSE

Outline of the course leading to the Degree B. Mus.
Entrance requirements—satisfactory completion of the preparatory grades of the music courses.
Preparatory work completed sufficient for graduation from the Academy Music Course as outline later.

FRESHMAN—Applied Music (Major) 6. Harmony II. History of Music II. Sight-singing Class. Choral Club or Orchestra. Bible and Freshman English. Five hours. Elective. Three hours. Applied Music (Minor). Recitals.

SOPHOMORE—Applied Music (Major) 6. Form and Harmonic Analysis. Harmony III. Ear Training. Choral Club or Orchestra. Pedagogy I. Bible and English Literature, 5 hours. Elective 3 hours. Applied Music (Minor). Recitals.

JUNIOR—Applied Music (Major) 7. Counterpoint and Composition I. Choral Club or Orchestra. General Psychology. Recital.

SENIOR—Applied Music (Major) 8. Composition II. Pedagogy II. Applied music (Minor). Electives. Senior Recital.

ELECTIVES—Five hours of general psychology; 2 hours of musical Psychology; 15 hours of French; 15 hours of German; 9 hours of Italian.

For the 180 Trimester hours, 90 must be taken in the College of Liberal Arts and 90 in the Conservatory of Music, in order to receive the degree of Bachelor of Music.

MAJOR STUDIES: in Applied Music: Piano, Voice, Violin. Two private lessons per week are required.

MINOR STUDIES may be chosen from Piano, Voice, Cello, Cornet, Clarinet, Trombone or Saxophone.

OUTLINE OF COURSES FOR THE THREE MAJORS IN APPLIED MUSIC.

Merely an *attempt* is made to outline, for the sake of classification, the most important sets of studies and pieces. It is not exhaustive, nor does it require that each student must study all the works given in these outlines.

A. PIANOFORTE

The Piano is the most universally used of all musical instruments, and its proper study will give a thorough acquaintance with all styles and forms of musical composition. The acquirement of a correct technique and of the principles of tone production are essential in the preparation of a piano player, and unless these correct principles are acquired, the student soon reaches a stage where he finds further progress almost imposible. But if the fundamental work in technique is thoroughly done, ground can be covered by even young students with far more exactitude and finish than otherwise could be expected.

Grades I-IV—Preparatory Course

MUSIC I—Fundamental principles for developing hand, arm and finger position, touch and tone, by a system of technique

exercises appropriate for each student. Notation and rhythm. Easy studies, solos and duets. Sight Reading. Theory I. Technique Class I.

Music II—Continued and extended work in technique, scales and arpeggios, Dunernoy of 120. Gurlitt, Clementi, Czerny. Sonatinas and pieces in different styles and forms. History of Music I. Technique Class II.

Music III—Technical work increasing in difficulty, scales in major, minor and chromatics forms. Arpeggios of the triads through four octaves, and in different combinations, Czerny, Heller, Gurlitt, Mendelssohn. Sonatives and pieces in different styles and forms. Duets and duos. Theory II. Ear Training. Technique Class III.

Music IV—Technical work continued, scales, major, minor and chromatic in the octave, third, sixth and tenth positions, in parallel and contrary motions. Arpeggios of triads in all positions and inversions, Czerny, of 299, I and II. Bach, short preludes and Fugues. Easy sonatas by Haydn, Mozart and Beethoven. Pieces. Harmony I. Technique Class IV.

Practice (Piano)—
For first year: 6 hours a week.
For second year: 9 hours a week.
For third year: 9 hours a week.
For fourth year: 12 hours a week.

Grades V-VIII—Advanced or Conservatory Course

Grade V—Technique V. All kinds of scales. Sight reading, studies from Czerny's Velocity, of 299 (III and IV), Gurlitt, of 53 Heller, of 45 Bach. Two part inventions and French Suites. Reinhold, Zwolf Arabesquen. Handel; selected pieces, sonatas by Haydn, Mozart, Clementi, Beethoven, Mendelssohn, Chopin, Schumaun, Scarlattieti. Harmony II. History of Music II.

Grade VI—Technique VI. Scales continued. Pedagogy I. Sight reading. Dominant and diminished seventh chords in five-voiced chord, and broken chord arrangements; scales in Double Thirds. *Bach*, three-part inventions and English Suites. Studies selected from Czerny, op. 740, op. 337 and op. 335. Neupert, Octave studies; Cramer; Clementis Gradus and Parnassum; Heller, op. 16.

Sonatas and pieces by Chopin, Schubert, Schumann, Mendelssohn, Field, Grieg, Beethoven, Mozart, Machdowel, etc. Concertos and concerted pieces by Mozart, Ramlan and Mendelssohn. Harmony III. Form and Harmonic Analysis.

Grade VII—Technique VII. Pedagogy II. Sight Singing. Scales in Double Thriads and Double Sixths. Studies from

Neupert (Style and Expression); Jensen, op. 30. *Bach;* Partitas, Italian Concerts. Well-tempered Clavischord. Moscheles, op. 70. Handel, Suites. Henselt Studies, op. 245, *Chopin;* Preludes and easier Etudes, op. 10 and 25. Peices by Chopin, Schuman, Liszt, Weber, Beethoven, Grigg, Schubert, Mendelssohn, Brahus, Rubinstein, Moszkowski, etc. Concerts, Mendelssohn, Beethoven, Hummd, easier Concerts. Counterpoint. Composition I.

GRADE VIII—Advanced Technique VIII. Transposition from Tansiz Daily; Kullak, Octaves; Chopin: Eutdes; Bach, well-tempered Clavichord. Moscheles, op. 95. Bach's Chromatique Fantasie and Fugue. Rubinstein's Etudes, op. 23. Schuman, op. 3 and 10. Schuman, op. 13. Symphonic Studies. Mendelssohn, Preludes and Fugues, Saint Soena, Etudes. Sonatas by Beethoven, Chopin, Schuman, Grieg, Brahus, etc. Concertos and pieces by Chopin, Schuman, Weber, Beethoven, Brahus, Henselt, Ischai, Kowsky, etc. Composition II. Pedagogy III. Psychology as related to music.

On the conclusion of the above course, and the rendering of a Senior Recital, with the completion of the required studies in the college of Liberal Arts, the student is eligible for the *Degree of Bachelor of Music.*

A Diploma of music, without the Degree, may be granted to a student completing all the work in the Music Course, as outlined above, provided he has completed the Academy Course.

Students are eligible to begin this *Diploma Course* after completing the work of the second year in the Academy.

PIANO PRACTICE (Conservatory)—

Freshman: 18 hours a week.
Sophomore: 24 hours a week.
Junior: 24 hours a week.
Senior: 24 hours a week.

A course in Kindergarten Music is offered for very little children. This is given in classes, which meet three times a week.

An Introductory Course is offered for students in the Sub-Academy. This may be taken in classes of two or four students, or in private lessons.

The Course in Pedagogy I, II and III, in the Sophomore, Junior and Senior classes of the Conservatory prepares the student to become a thoroughly trained teacher of Piano. These students attend classes taught by an

experienced teacher, and teach in the presence of a critic teacher. Note books are to be kept by those in these classes, which must be presented for inspection. Written tests and examinations are held through the course.

B. VOICE

There is no instrument so full of possibilities and capabilities as the human voice, nor one that makes such a strong appeal to the heart of an audience as the voice which is well trained and under good control.

Great care has to be taken in the treatment of each voice; for while there is a general foundational course for development, no two voices are just alike in their requirements, and the work must be prescribed to suit the individual case.

On this account it is more difficult to outline a *set* course for the voice than for instrumental music.

Watchfulness must be exercised in protecting the young vocalist from over-strain, and from contracting that most pernicious habit of "tremulo," the abomination of the true vocalist, which is nothing but a cultivation of *palsy* of the vocal chords, and once acquired can hardly ever be eradicated.

Grades I-IV—Preparatory (Academy)

GRADE I—Breathing exercises; tone placing; study of the vocal organs; preparatory voice exercises; simple vocalises, by Shakespeare and Concone; sight singing; rhythm exercises; vowel and consonant production. Simple songs and ballads. Theory I, two lessons a week. Practice one hour a day.

GRADE II—Correct breathing and breath control; tone placing; voice production exercises and vocalises; sight singing; sight reading at the piano, for those who are not studying piano. Continued exercises in vowel and consonant production. The difference between Legato and Staccto singing. Ear training. History of Music I. Simple songs and ballads in English. Two lessons a week. Practice one hour a day.

GRADE III—Voice development exercises increasing in speed; slow major scales vocalises; slow agility exercises; sight sing-

ing; sight reading at the piano for simple accompaniments. Exercises for vowel and consonant production. Legato and Staccato singing; ear training; songs, sacred and secular, in English. English diction. Theory II. Two lessons a week. Practice one hour a day.

GRADE IV—Exercises in voice development continued. Arpeggio and interval singing; exercises in agility; the major and minor scale; Staccato and Legato singing; English diction; sight singing; sight reading at the piano for accompaniments; ear training; sacred and secular songs in English. Harmony I. Two lessons a week. Six hours a week of practice.

Grades V-VIII—Advanced or Conservatory Course

GRADE V.—Voice development and breath control; exercises to increase power and ability; major and minor scale practice; Arpeggio and octave exercises; English diction; sight singing; ear training; songs and ballads in English and Italian; part singing; choral work. Harmony II. Two lessons a week. Nine hours a week practice.

GRADE VI.—Continued development of power and agility.

The head register exercises, in simple forms, slow frills. Arpeggio and octave exercises, English and French diction, sight singing, ear training, part singing, choral work, chromatic and staccato. Scales (Major and minor), Vaccai (Italian singing). Vocalises by Shakespeare, and general selected exercises, songs, etc., English, French and Italian. Sacred solos and Oratorio, selections of simpler form. Technique sight singing to small classes.

HARMONY III—Form and Harmonic Analysis, two lessons a week. Nine hours a week practice.

GRADE VII—Expressional exercises in development of power and agility.

Head register exercises, scale practice of all kinds. The arpeggio and octave in varieties of forms. The trill, increasing in agility, development of Bravura singing "Messa in Voice" Vocalises, by Shakespeare, Italian singing (Vaccai). Lampertis studies in Bravura Singing, Book I.

Teaching sight singing to classes. Playing accompaniments for other singers and for solo instruments. Counterpoint.

COMPOSITION I—Singing in French, Italian, English and German. English diction, with readings. Choral work and part singing. French and Italian diction. Embellishment, Psychology,

Oratorio selections and the sacred solos. The song cycle Junior Recital. Two lessons a week. Nine hours a week practice.

GRADE VIII—Advanced voice technique. Ornaments and embellishments of all kinds. Accompaniment playing. Psychology as related to music. Lampertis studies in Bravura, Books 2 and 3. Rhiginis Vocalises (edited by Shakespeare) and sung with variations of consonants and vowels. Part singing. Inartette, choir and choral work. French, Italian, German and English diction. Singing German Fieder, song cycles, sacred solos, operatic and oratorio arias.

Two lessons a week. Twelve hours a week practice. *Senior Recital.* Composition II.

C. VIOLIN

This department is designed to furnish instruction in all branches of violin playing from beginners to advanced pupils. It covers the work required by accredited music schools, and, when satisfactorily completed, fits the pupil for solo or orchestral playing.

The time required to complete any grade of this work depends wholly on the application and ability of the pupil.

It is the policy of this department to lay a secure ground work for the students and upon this to build their future progress.

The studies arranged from the best methods and the compositions selected from the work of masters are those that experience has found to be best adapted to secure thoroughness, proficiency, and genuine musical culture.

Students who have attained the necessary proficiency will be given the opportunity to enter the college orchestra and take part in recitals and concerts, as their ability may warrant.

All students working for diploma or degree must take the course in Theoretical Studies as outlined in this catalogue.

Preparatory Course—Grades I-IV

GRADE I—Rudiments of Music. Finger and bow exercises in F. Mazas Violin. School and scales and intervals from some

school. Hohman, Book I. Hoffman, Book II. Wohlfahrt, op. 74, Book I.

GRADE II—Rudiments of music. Finger and bowing exercises. Maza's Violin School. Hoffman, Book II. Wohlfahrt, op. 45, Book I. Herman op., Book I. Hoffman, op. 25, Book III. Solos selected by instructor. Strict attention to fingers and wrist.

GRADE III—Maza's Violin School. Sit. op. 32, Book I. Hermann, op. 30, Book I. Duets by Pleyel Bebouer. Solos selected by instructor. Special attention to technique and time.

GRADE IV—Maza's Violin School position studies. A. Blumentengle Scales and exercises of velocity. Wohlfahrt, op. 74, Book II. Solos selected by instructor. Dancla and Maza duets, sight playing and ensemble work. Development of intonation and bowing.

Conservatory Course—Grades V-VIII.

Students completing the preparatory course or passing the entrance examination will be admitted to the Conservatory Course.

GRADE V—Sitt, op. 32, Books II and III. Danclas, op. 74. Hermann, op. 20, Book II. Major and minor scales, both forms and arpeggios; chromatic scales, development of tone quality and expression; compositions selected by instructor; sight playing and orchestral work.

GRADE VI—Dont, op. 37; Kreutzer, 42 Caprices; Maza's Brelliant Studies; Maza Miner Melodie Scales and Arpeggios with their inversions to extent of three octaves, G. A. B. C. Chromatic Scales in three octaves, G. A. B. C. Major scales in thirds, sixths, eights, in two octaves, dominant and diminished sevenths, to the extent of two octaves; skillful bowing and graduation of tone. Compositions selected by instructor. Orchestral playing. Junior Recital.

GRADE VIII—Studies in the higher positions. Florillo, David, Florillo, Gavinies, Scales and Arpeggios. All major and minor harmonic and melodic scales and arpeggios with their inversions to extent of three octaves. Major scales to extent of two octaves in thirds, sixths and octaves. Dominant and diminished sevenths to extent of three octaves. Compositions of masters selected by instructor. Orchestral playing. Senior Recital.

D. REED AND BRASS INSTRUMENTS.

CLARINET—Foundation to Clarinet Playing, C. E. Deinecke. Klose's Method.

SAXOPHONE—Foundation to Saxophone Playing, Ben Vereecken.

CORNET—Foundation to Cornet Playing, E. F. Goldman, Goldman Embocechere Drill. Arban's Method.

TROMBONE—Foundation to Trombone Playing, Clark Trombone. Technical Studies for Slide Trombne, by Chas. E. Stacy. Methods, Books I-II.

BARITONE—Foundation to Baritone Playing, A. Archimede.

MUSICAL ORGANIZATIONS

The Choral Club for the singing of choral works of all kinds, from the simple anthem or chorus to the larger cantatas and oratorios.

The Treble Clef Club of women's voices, doing most attractive work, all voices taking special voice work.

The Apollo Glee Club, a similar organization for boys and men.

The Union Glee Club, a combination of Treble Clef and Apollo Glee Club.

Music Appreciation Society, which will make us all more fully acquainted with all kinds of music from the early days up to the present time.

Orchestra.—Union College Orchestra is the most used musical organization of the college. It is a very fine one and plays on nearly all public occasions for indoor exercises. It gives concerts in neighboring towns and has created quite a reputation.

Band.—What the Orchestra is for indoor exercises, the Band is for outdoor exercises. These two organizations gives every student an opportunity for a very wholesome and delightful exercise of his musical talents. Bring your instrument along.

REGULATIONS

All students of the Conservatory of Music stand under the discipline of the college.

No deduction can be made for lessons missed, except in cases of protracted illness.

Tardiness at lessons curtails the lesson period.

Visitors are not allowed in practice rooms.

Students who are negligent in their work may be dropped from the Conservatory list at any time.

Lessons lost by leaving school a few days before the close of any period will not be made up.

Public appearances should not be undertaken by the students without consent of the teacher or the director.

Department of Expression

The aim of the department is to train students to express themselves clearly and accurately, to appreciate and to interpret good literature, and to become efficient readers and speakers. It aims also to develop the personality and ability of the individual student.

COURSE I. *Public Speaking.*—A study of the different forms of public address and of the principles underlying effective speech construction, with platform practice. The aim is to cultivate power of analytical and constructive thinking and a simple, forceful delivery.

Three hours a week throughout the year.

COURSE 2. *Oral English.*—A course in Public Speaking and Debate for high school students.

Three hours a week throughout the year.

COURSE 3. *Literary Interpretation.*—A close and critical study of the various forms of literature and its oral interpretation. It aims to develop skill in expression and a keener appreciation of the beauty and power of emotional and imaginative literature, drama, lyric.

Three hours a week throughout the year.

COURSE 4. *Children's Plays and Games.*—Work in rhythm and story-plays, games, breathing exercises, gymnastics. Open to all private pupils.

Two hours a week throughout the year.

COURSE 5. *Physical Training.*—A course in hygiene, corrective exercises, gymnastics, and physical culture for girls.

Two hours a week throughout the year.

COURSE 6. *Private Lessons.*—Training and development of the individual with special emphasis upon breath control, voice placement, correction of errors.

Two lessons a week for two years.

On every Friday afternoon a recital is given by the students of the department. Each pupil will appear from time to time, learning how to please and to hold an audience by putting into practice the work of the class and private lessons. Each term a general recital is given and the patrons and general public are invited to enjoy the program and to note the progress of the pupils.

Expenses

All bills are charged by the term and are payable in advance. If students do not bring money to settle their bills when they enroll patrons are expected to send check for account or make satisfactory arrangements upon receipt of statement.

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term or fewer than two lessons a week, the lessons will be at a higher rate than by the term.

Credit for board will be allowed at the rate of $3.50 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition and board for a term. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See pages 16-19 for Government Boarding Student's Outfit and Dress.

TUITIONS

	Fall Term	Winter Term	Spring Term
College	$18.00	$16.00	$16.00
Academy	14.00	13.00	13.00
Normal	14.00	13.00	13.00
Expression—two lessons a week.	16.00	15.00	15.00
One lesson a week	9.60	8.00	8.00
Typewriting	8.00	7.00	7.00
Piano or Violin (Prof. Nunvar)			
Two lessons a week	30.00	25.00	25.00
One lesson a week	18.00	15.00	15.00
Voice (Mrs. Nunvar)			
Piano (Miss Flemming)			
Horns (Mr. Sims)			
Two lessons a week	25.00	20.00	20.00
One lesson a week	15.00	12.00	12.00
Harmony or history	10.00	8.00	8.00
Public School Music	5.00	5.00	5.00
Penmanship	2.00	2.00	2.00

LABORATORY AND RENTAL FEES

	Fall Term	Winter Term	Spring Term
General Science and Botany	$ 0.50	$ 0.50	$ 0.50
Zoology	2.00	2.00	2.00
Physics	2.00	2.00	2.00
Chemistry 1	3.00	3.00	3.00
Chemistry 2	4.00	4.00	4.00
Piano rental, one hour daily	3.25	3.00	2.75
Domestic Science, Cooking	1.50	1.50	1.50
Domestic Science, Sewing	1.00	1.00	1.00

ROOM AND BOARD

	Fall Term	Winter Term	Spring Term
Board and room including light, heat, water and mail service	$70.00	$55.00	$55.00

MISCELLANEOUS

Breakage deposit in Boys' Hall, refunded when key is turned in if everything is in good condition $5.00
Same, in Girls' Hall 2.00
Special Examination 1.00
College, Academic, Music, Art or Expression Diplomas 5.00
Gymnasium and Student Activity fee (paid by all students), per term 5.00
Certificates in Music Courses 1.00

Total expenses for board and room, tuition and Gymnasium and Student Activity fee for the different departments are as follows:

	Fall Term	Winter Term	Spring Term	Year
College	$93.00	$76.00	$76.00	$245.00
Academy or Normal	89.00	73.00	73.00	235.00
~~Sub-Academy~~	~~85.00~~	~~70.00~~	~~70.00~~	~~225.00~~

NOTE—Special consideration in tuition is given children of ministers.

A number of scholarships covering tuition in Academy or College have been provided for ministerial and missionary students who need help in getting an education. Write for particulars.

ROLL OF ALUMNI OF UNION COLLEGE

Collegiate Department

1893

James Perry Faulkner (M.A., In cursu, 1896).....A.B.
John Elbert Thomas.....A.B.

1894

John Henry Byrley.....A.B.
Charles Helder Gibson.....A.B.
James Samuel Lock.....A.B.

1895

Alexander Francis Felts.....A.B.
Leslie Hudson (deceased).....A.B.
Sarah Elizabeth Lock.....A.B.
Daisy Chastine Tinsley.....A.B.
Maude Ellen Tinsley.....A.B.
George Harmon Wilson.....A.B.

1896

William Carson Black.....A.B.
James Pogue Gibson.....A.B.
George Edwin Hancock, (M.A., cursu, 1899) (deceased)....A.B.
Edward Warren Tinsley.....A.B.

1897

Fred Trigg Kelley (deceased).....A.B.
May E. Lock (deceased).....A.B.

1898

Victor Vance Anderson.....A.B.

1899

John Black Hudson.....A.B.
John Eve Matthews.....A.B.

1900

Della Jewell Johnson.....A.B.
Maymie Hannah Johnson.....A.B.
Henry Clay Black.....A.B.
George Augustus Lock.....A.B.
Grant Perkins .....A.B.
J. Will Harris.....A.B.

1903

Margaret Gill Burnside.....A.B.

1904

Roxye Leona Wilson (deceased) ..... A.B.

1905

Joseph A. Bretz ..... A.B.

1906

Lawrence G. Wesley ..... A.B
Cora Grindstaff ..... A.B
Laura Grindstaff ..... A.B

1907

Ernest Faulkner ..... A.B
Lena Wilson ..... A.B.

1908

Edward P. Hall ..... A.B.

1919

Samuel P. Franklin ..... A.B.

1920

Aubrey H. Guyn ..... A.B.
Nelle Jones ..... A.B.
Dowis Sampson ..... A.B.
Anna Sloan ..... A.B.

1922

Darrell Archibald ..... A.B.
Marjorie Brown ..... A.B.

1923

Fish, Reeda ..... A.B.
Kelley, Sarah ..... A.B.
Miller, O. W. ..... A.B.
Morehead, Thelma ..... A.B.
Nunvar, Francis ..... A.B.
Tuggle, Allen ..... A.B.

Junior Collegiate Department

Charles Leroy Howes 1913

Academic Department

Thomas A. Wood 1908
Mary Ballinger (deceased) 1908
Howard Trent 1908
J. Spencer Singleton 1908

Thomas Bradley Ashley....1909
Charles G. Black....1909
J. Loyd Decell....1909
Robert W. Howes....1909
Laura Green Easley....1909
Nancy Kincheloe....1909
Sudie Pauline Newman....1909
Hattie Jean Stansberry....1909

Amelia Ballinger....1910
Grace Bellaire Berry....1910
Verdie Colson....1910
Idella Kincheloe....1910
B. C. Lewis....1910
William Clark Mace....1910
Edgar B. Wesley....1910
Oscar Wesley....1910
Mary Rice Wilson....1910

Ellen Bryan Clark....1911
Ida Mae Cole....1911
Anna Mae Creech....1911
Guy Leslie Dickinson....1911
Norma Bruce Elliott....1911
Nancy Lee Faulkner....1911
Anna Royston Griggs....1911
Charles Leroy Howes....1911
Lallah Rookh Johnson....1911
Harrison W. Large....1911
Mary Dora Laughlin....1911

Lucy Ballinger....1912
Pearl Allyn Bastin....1912
Hallie Ester Cheap....1912
Myrtle Cole....1912
Lillian Hanna Mae Harrop....1912
Walter Monroe Jarvis....1912
Bertha Lockhart Norris....1912
Kathleen Brennan Sullivan....1912
Naomi Oldham Tuttle....1912

Annie Dee Albright....1913
Anna Cronley Ballinger....1913
John List Carrol (deceased)....1913
Ollie Elnora Cole....1913
Maude Cole (deceased)....1913
Ruth Decker....1913
Robert Faulkner....1913
Louise Jesson....1913

Mabel Jacobs Matthews....1913
Earl Mayhew....1913
Veana Gilraith Noe....1913
Thelma Edythe Stratton....1913
Edward William Scent....1913
Richard Brittain Tuggle....1913
Anna Melvin Walton....1913
John Henderson Young....1913

Stephen Amos Ballinger....1915
W. McKinley Wesley....1915
Clyde Stanfill....1915

Martha Francis Albright....1916
Samuel Petty Franklin....1916
Odis Elizabeth Fuller....1916
Carl Wendell Haggard....1916
Margaret Nelle Jones....1916
Karl Euart Lewis....1916
Katherine Kinniard Locke....1916
Stuart Doak Miller....1916
Mary Dowis Sampson....1916
Pauline Steele Sampson....1916
Winford Bailey Sampson....1916
Joel Dale Stansbury....1916
Clarence Swearingen....1916
George William Thomas....1916

Eva Nedra Carter....1917
William F. Gregory....1917
Aubrey H. Guyn....1917
Gladys Loraine Johnson....1917
Florence Mildred Putnam....1917
Emoline E. Sampson....1917
Della Jewel Tye....1917

Darrell Archibald....1918
William Amis....1918
Minnie Hopkins....1918

Mabel Alloway....1919
Horace Barker....1919
Marjorie Brown....1919
Roberta Cole....1919
Collie Franklin....1919
Grace Kennedy....1919
Thelma Morehead....1919
Daisy Robsion....1919
John Robsion....1919

Everett Bailey 1920
Sallie Bain 1920
Robert Beddow 1920
R. E. Burnett 1920
Vern Dunbar 1920
Xenia Gilbert 1920
Flora Howard 1920
D. M. Humfleet 1920
Raymond Overley 1920
Dean Owens 1920
Daugh Smith 1920
Jettie Stratton 1920
Allen Tuggle 1920
Drucilla Tye 1920
Hardin Young 1920

James Blair 1921
Robert Blair 1921
Olin Boatwright 1921
Flora Burroughs 1921
Francis Edwards 1921
Joshua Faulkner 1921
Cheslie Franklin 1921
Jakie Howard 1921
Violet Humfleet 1921
Albert Humfleet 1921
Anna Lee 1921
Robert Lee 1921
William Martin 1921
Ethel Miller 1921
Hilton Morris 1921
Pearl Parsons 1921
Katherine Richardson 1921
Kenneth Tuggle 1921

Ruby Bain 1922
Vernon Blair 1922
Ruth Bowman 1922
Bryant Cox 1922
W. E. Dishman 1922
Ben Hynes 1922
Mary Miller 1922
Grace Miller 1922
Love Morris 1922
Mary McDermott 1922
Elmer Parker 1922
Hugh Partin 1922
Ancil Payne 1922

Henry Payne 1922
Daisy W. Ricketts 1922
George E. Ryder 1922
Rebecca Sawyer 1922
Robert Stark 1922
Nannie Stickley 1922
Lonnie Wallace 1922
Alice Whittington 1922

Black, Evelyn 1923
Boggs, Katherine 1923
Boggs, Roy 1923
Burroughs, Mildred 1923
Davies, Ted 1923
Faulkner, Mary 1923
Faulkner, Jesse 1923
Gray, Opal 1923
Heidrick, Charles 1923
Howard, Etta 1923
Howell, Everett 1923
Jarvis, Taylor 1923
Kelly, Mattie 1923
Mayhew, Marion 1923
McWilliams, Bronzel 1923
Miracle, Ed 1923
Murphy, Gertrude 1923
Nash, Francis 1923
Nelson, Clyda 1923
Sampson, Helen 1923
Stanfill, Carolyn 1923
Stickley, Elizabeth 1923
Smith, Lillie 1923
Turner, Flossie 1923
Vincent, Lela 1923
Walker, Mary 1923

Music Department

Joan Easley 1908
Emma Weaver 1909
Ida Mae Cole 1911
Norma Bruce Elliott 1911
Ollie Elnora Cole 1913
S. P. Franklin 1917

Register of Students

College

Bain, Ruby ..... Knox County
Ballinger, Richard ..... Knox County
Barker, Horace ..... Estill County
Blair, Robert, ... Whitley County
Bledsoe, Baxter ..... Clay County
Bowman, Ruth ..... Knox County
Cole, Robert ..... Knox County
Catron, Edna ..... Knox County
Cox, Bryant ..... Taylor County
Detherage, Maude ..... Knox County
Dishman, W. E. ..... Knox County
Edwards, Francis ..... Marion County
Evans, Flora ..... Bell County
Faulkner, Josh ..... Knox County
Fish, Reeda ..... Pulaski County
Golden, Reese ..... Knox County
Hensley, Mayme ..... Clay County
Hewes, Mrs. Annie B. ..... Illinois
Hignite, Thomas ..... Knox County
Howard, Jakie ..... Bell County
Humfleet, D. M. ..... Knox County
Humfleet, Violet ..... Knox County
Huntsman, Vera ..... Casey County
Kelley, Sarah ..... Bracken County
Lee, Robert ..... Knox County
Leger, J. E. ..... Knox County
Lynch, Irene ..... Knox County
Lynch, Ruby ..... Knox County
McGraw, Myrtle ..... Robertson County
Miller, Grace ..... Knox County
Miller, Hatcher ..... Knox County
Miller, O. W. ..... Ohio
Morehead, Thelma ..... Knox County
Morris, Love ..... Harlan County
Muncy, Paul ..... Breckinridge County
Nunvar, Dorothy ..... Missouri
Nunvar, Francis ..... Missouri
Parker, Ella Mae ..... Knox County
Parker, Harold ..... Knox County
Payne, Henry ..... Whitley County
Payne, Ancil ..... Whitley County
Pickett, Leroy ..... Jessamine County

Riggs, Isabelle	Boyd County
Sawyer, Rebecca	Knox County
Senters, Phil	Knox County
Stratton, Jettie	Pike County
Taylor, Milburn	Laurel County
Terrell, Harris	Knox County
Trosper, W. B.	Knox County
Tuggle, Allen	Knox County
Tuggle, Kenneth	Knox County
Whittington, Alice	Louisiana

Academy and Normal

Alexander, Forrest	Knox County
Amis, Edward	Knox County
Amis, Otis	Knox County
Asher, Dewey	Clay County
Baker, John E.	Knox County
Baker, Jasper N.	Knox County
Baker, Mrs. Susie	Knox County
Bargo, Chester	Knox County
Beatty, Bertice	Grayson County
Beddow, Etta	Knox County
Belcher, John	Knox County
Black, Evelyn	Knox County
Black, Fonzine	Knox County
Black Stanley	Knox County
Blair, Lydia	Knox County
Blanton, Jesse	Harlan County
Boggs, Katherine	Knox County
Boggs, Roy	Knox County
Booze, Creely	Harlan County
Booze, James	Harlan County
Boston, Crawford	Knox County
Botner, Clarence	Knox County
Botner, Estill R.	Knox County
Botner, Luther	Knox County
Broughton, P. M.	Knox County
Burchfield, Halley	Harlan County
Burnett, Maggie J.	Knox County
Burroughs, Mildred	Grant County
Butte, Kenneth	Pulaski County
Byrley, Cecil	Knox County
Chestnut, Holt	Knox County
Cobb, John R.	Knox County
Cooper, Willie	Knox County
Corum, G. W.	Clay County

Corum, John Henry ..... Clay County
Cox, Cassie ..... Taylor County
Cox, Howard ..... Knox County
Davies, Ted ..... Knox County
Delph, Arthur ..... Harlan County
Donaldson, Beatrice ..... Knox County
Donaldson, Lillian ..... Knox County
Elliott, Claude ..... Knox County
Elliott, Maude ..... Knox County
Engle, Edith ..... Knox County
Evans, Syd ..... Knox County
Faulkner, Jesse ..... Knox County
Faulkner, Mary ..... Knox County
Faulkner, Stanley ..... Knox County
Fee, Chester ..... Knox County
Fee, Verna Pearl ..... Knox County
Garland, Beckham ..... Knox County
Garland, Charles ..... Knox County
Garland, James ..... Knox County
Garrard, Mary ..... Knox County
Gibson, Ezra ..... Knox County
Girdiner, Doyle ..... Knox County
Golden, I. L. ..... Whitley County
Goodman, Eva ..... Knox County
Gray, Opal ..... Knox County
Gray, Pearl G. ..... Knox County
Greene, Ethel ..... Bell County
Giswold, Ernest ..... Knox County
Giswold, Nathaniel ..... Knox County
Hammons, Carl ..... Knox County
Hammons, Jeff ..... Knox County
Hammons, Rosa ..... Knox County
Hampton, Justice ..... Knox County
Hawn, Lewis ..... Knox County
Hawn, Margaret ..... Knox County
Heidrick, Charles ..... Knox County
Helton, Sawyer ..... Knox County
Hensley, Dalia ..... Clay County
Hensley, B. F. ..... Clay County
Hensley, Clyde ..... Clay County
Hibbard, R. H. ..... Knox County
Howard, Cleo ..... Clay County
Howard, Edgar ..... Harlan County
Howard, Ellen ..... Bell County
Howard, Etta ..... Harlan County
Howard, Green ..... Bell County
Howard, Winnie ..... Clay County

Howell, Everett ..... Bath County
Hubbard, Roy ..... Knox County
Hubbs, Dona ..... Knox County
Hughes, W. C. ..... Knox County
Humfleet, Bernice ..... Knox County
Humfleet, Vera ..... Knox County
Hyden, Petrie ..... Harlan County
Jackson, Axie ..... Knox County
Jackson, Marie ..... Knox County
Jackson, Ralma ..... Knox County
Jarvis, G. W. ..... Knox County
Jarvis, Myrtle ..... Knox County
Jarvis, T. J. ..... Knox County
Jordon, Thomas ..... Clay County
Jones, Hazel ..... Knox County
Jones, Lucile ..... Ohio
Kelly, Mattie ..... Clay County
King, Ellen ..... Knox County
King, William D. ..... Knox County
Laws, Esther ..... Bell County
Lawson, Jesse ..... Knox County
Lawson, Nan ..... Knox County
Lay, Jesse D. ..... Knox County
Leger, Ledford ..... Knox County
Lewallen, Caleb ..... Knox County
Lewallen, Thomas ..... Knox County
Lundy, William ..... Knox County
Martin, William ..... Knox County
Marsh, Eva Bell ..... North Carolina
Mason, Robert ..... Knox County
Mayhew, Bruce ..... Knox County
Mayhew, Marion ..... Knox County
Mayo, Mary ..... Knox County
Mays, Jesse ..... Knox County
Mays, Shelvy ..... Knox County
McKeehan, Mae ..... Knox County
McNeil, John ..... Knox County
McWilliam, Bronzel ..... Knox County
Messamore, Daisy ..... Knox County
Messer, J. M. ..... Knox County
Messer, Sawyer ..... Knox County
Miller, Clifford ..... Knox County
Miller, Elva ..... Knox County
Mills, Tom ..... Knox County
Miracle, Ed ..... Knox County
Miracle, Ethel ..... Knox County

Miracle, Mrs. Laura	Knox County
Mitchell, Edna	Garrard County
Murphy, Gertrude	Illinois
Nash, Francis	Knox County
Nelson, Charles	Knox County
Nelson, Clyda	Knox County
Nelson, Roy	Knox County
Palmer, Earl	Whitley County
Payne, Ethel	Whitley County
Picklesimer, Charles	Johnson County
Phillips, Gertrude	Knox County
Pope, Alva	Knox County
Pope, James Fred	Knox County
Pope, Jesse	Knox County
Powell, Mint	Knox County
Rader, Pearl	Knox County
Rader, Ruth	Knox County
Ray, Gladys	Laurel County
Rice, Charles	Knox County
Roberts, Laura	Knox County
Robinson, China Mae	Bell County
Samples, Nina	Clay County
Sampson, Helen	Knox County
Scott, Lawrence	Knox County
Scott, Luther	Knox County
Senters, Mrs. Ora Mae	Knox County
Sears, Charles	Knox County
Siler, Thelma	Knox, County
Slusher, Georgia	Bell County
Smith, Anna Mae	Knox County
Smith, Ethel	Knox County
Smith, Hester	Knox County
Smith, Lillie	Knox County
Smith, Myrtle	Knox County
Stark, Alva	Harlan County
Stafford, Gladys	Harlan County
Stanfill, Carolyn	Perry County
Stout, Richard	Knox County
Stickley, Elizabeth	Knox County
Sullivan, Martin	Laurel County
Taylor, Della	Knox County
Taylor, N. L.	Knox County
Turner, Flossie	Knox County
Turner, Green	Knox County
Tye, George	Knox County
Tye, William	Knox County
Veal, Janet	Florida

Vincent, Lela ..... Knox County
Walker, Ben ..... Knox County
Walker, Lois ..... Knox County
Walker, Martha ..... Knox County
Walker, Mary ..... Knox County
Warren, Challis ..... Knox County
Wagers, Lawrence ..... Clay County
Wagers, W. O. ..... Clay County
Webb, Clarence ..... Clay County
Weed, Robert ..... Whitley County
Wells, Clyde ..... Knox County
West, Charles ..... Knox County
White, Luther ..... Knox County
Wilder, Elizabeth ..... Whitley County
Williams, John F. ..... Johnson County
Willis, Allie ..... Knox County
Willis, Eva ..... Knox County
Wilson, Edgar ..... Knox County
Wilson, Gertrude ..... Knox County
Wilson, Margaret ..... Whitley County
Woollum, Lester ..... Whitley County
Wynn, Pearl ..... Madison County

Sub-Academy

Allen, Raymond ..... Louisville
Brock, Raymond ..... Whitly County
Buchanan, Wade ..... Knox County
Byrd, Evermont ..... Knox County
Calloway, Sue ..... Bell County
Campbell, Jimmie ..... Knox County
Cornes, Ellis ..... Knox County
Con, Cephus ..... Knox County
Cunningham, Sarah ..... Bell County
Davis, Ester ..... Knox County
Davidson, Frank ..... Knox County
Dishman, Benn ..... Knox County
Franklin, Ralston ..... Knox County
Fuson, Boyd ..... Knox County
Gilbert, Rena ..... Whitley County
Haggood, Charles ..... Knox County
Hale, Hugh ..... Knox County
Hammons, Frank ..... Knox County
Hampton, Lewis ..... Knox County
Helton, Arthur ..... Knox County
Howard, Beulah ..... Bell County
Howard, Julia ..... Bell County

Jarvis, Delmer ..... Knox County
Kelley, Howard ..... Harlan County
Kennedy, Kathryn ..... Knox County
Lewis, Otis ..... Harlan County
Lundy, Walter ..... Knox County
Lowe, Gunnell ..... Knox County
Mays, Shelby ..... Knox County
Maglia, Joe ..... Harlan County
Messer, James ..... Knox County
Mitchell, Bradford ..... Knox County
Moore, Margie ..... Knox County
Moore, Lovell ..... Bell County
Morehead, Melvin ..... Knox County
Pupo, Jarvier ..... Cuba
Rowland, Fount ..... Clay County
Sents, Clyde ..... Harlan County
Smith, Gilbert ..... Knox County
Slusher, Thelma ..... Knox County
Sullivan, Johnnie ..... Laurel County
Turner, Delia ..... Knox County
Turner, Elbert ..... Knox County
Willis, Eva ..... Knox County
Williamson, Eva ..... Knox County

Voice

Barker, Horace ..... Estill County
Blair, Robert ..... Whitley County
Butte, Kenneth ..... Pulaski County
Cunningham, Sarah ..... Bell County
Delph, Arthur ..... Harlan County
Edwards, Francis ..... Marion County
Fish, Reeda ..... Pulaski County
Gray, Opal ..... Knox County
Hensley, Mayme ..... Clay County
Howard, Jakie ..... Bell County
Jones, Mrs. B. P. ..... Knox County
Kelly, Mattie ..... Clay County
Lawson, Lil ..... Knox County
Lawson, Nan ..... Knox County
MacDonald, Emoline ..... Knox County
Miller, Grace ..... Knox County
Mitchell, Edna ..... Garrard County
Morehead, Thelma ..... Knox County
Morris, Love ..... Harlan County
Parker, Ella Mae ..... Knox County
Parker, Herman ..... Knox County

Samples, Nina ..... Clay County
Smith, Annie Mae ..... Knox County
Stafford, Gladys ..... Harlan County
Stratton, Jettie ..... Pike County
Vincent, Lela ..... Knox County
Wahl, Helen ..... Iowa
Webb, Clarence ..... Clay County
Weed, Robert ..... Whitley County
Whittington, Alice ..... Louisiana
Wilson, Margaret ..... Whitley County

Piano

Burnett, Maggie J. ..... Knox County
Delph, Arthur ..... Harlan County
Fish, Reeda ..... Pulaski County
Franklin, Gail ..... Knox County
Howard, Ellen ..... Bell County
Humfleet, Violet ..... Knox County
Jones, Hazel ..... Knox County
Miller, Grace ..... Knox County
Miller, Mary ..... Knox County
Mitchell, Edna ..... Garrard County
Perkins, Jessie ..... Whitley County
Rader, Ruth ..... Knox County
Rader, Pearl ..... Knox County
Senters, Ora Mae ..... Knox County
Stafford, Gladys ..... Harlan County
Wilder, Elizabeth ..... Whitley County
Wilson, Margaret ..... Whitley County

Violin

Davies, Ted ..... Knox County
Garrard, Francis ..... Knox County
Lawson, Jesse ..... Knox County
Morris, Emma ..... Knox County
Marsee, Ann ..... Knox County
Riggs, Isabelle ..... Boyd County
Wilson, Margaret ..... Whitley County

Expression

Barker, Horace ..... Estill County
Black, Evelyn ..... Knox County
Bledsoe, Baxter ..... Clay County
Bowman, Ruth ..... Knox County

Byrley, Cecil ..... Knox County
Cunningham, Sarah ..... Bell County
Davison, Frank ..... Knox County
Evans, Flora ..... Bell County
Fish, Reeda ..... Pulaski County
Garrard, Mary ..... Knox County
Humfleet, Bernice ..... Knox County
Lawson, Nan ..... Knox County
Miller, Grace ..... Knox County
Mitchell, Edna ..... Garrard County
Morehead, Thelma ..... Knox County
Riggs, Isabelle ..... Boyd County
Stanfill, Carolyn ..... Perry County
Turner, Flossie ..... Knox County
Vincent, Lela ..... Knox County
Walker, Mary ..... Knox County
Weed, Robert ..... Whitley County

Typewriting

Black, Evelyn ..... Knox County
Booze, Creely ..... Harlan County
Faulkner, Jesse ..... Knox County
Faulkner, Josh ..... Knox County
Fish, Reeda ..... Pulaski County
Howard, Etta ..... Bell County
Howard, Edgar ..... Bell County
Rader, Ruth ..... Knox County
Stratton, Jettie ..... Pike County
Taylor, Milburn ..... Laurel County
Terrel, Harris ..... Knox County
Pope, Alva ..... Knox County
Veal Janet ..... Florida

Bulletin

of

Union College

1924-25

Barbourville, Ky.

THE GYMNASIUM

PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS

WOMEN'S DORMITORY

ADMINISTRATION BUILDING

MEN'S DORMITORY

Bulletin

of

Union College

1924-25

Catalogue Number

Barbourville, Ky.

UNION COLLEGE BULLETIN

CATALOGUE NUMBER

PUBLISHED QUARTERLY BY THE COLLEGE

VOLUME III, No. I

MAY 1924

Entered as second class matter May 4, 1922, at the post office at Barbourville, Ky., under the Act of August 24, 1912.

CALENDAR

1924

Tuesday, September 16 ..... Fall Term Opens
Thursday, November 27 ..... Thanksgiving Day
Friday, December 19 ..... Work Stops

1925

Tuesday, January 6 ..... Work Begins
Saturday, February 2 ..... First Semester Closes
Wednesday, June 3 ..... Commencement Day

BOARD OF TRUSTEES

EX-OFFICIO MEMBERS

BISHOP W. F. ANDERSON.....Cincinnati, Ohio
PRESIDENT E. T. FRANKLIN .....Barbourville, Ky.

Class No. 1—Term Expires in 1924

REV. E. R. OVERLY, *President*.....Ashland, Ky.
MR. HARRY E. BULLOCK, *Vice President*.....Lexington, Ky.
JUDGE W. F. HALL .....Harlan, Ky.

Class No. 2—Term Expires in 1925

REV. W. W. SHEPHERD .....Barbourville, Ky.
HON. ALVIS S. BENNETT .....Louisville, Ky.
HON. GEORGE P. WILSON.....Philadelphia, Pa.

Class No. 3—Term Expires in 1926

REV. J. M. LITERAL .....Covington, Ky.
MR. C. B. NORDEMAN .....Louisville, Ky.
MRS. MARY MEANS.....Ashland, Ky.

Class No. 4—Term Expires in 1927

REV. F. W. HARROP.....Covington, Ky.
HON. JAMES D. BLACK, *End. Treasurer*.....Barbourville, Ky.

Class No. 5—Term Expires in 1928

REV. S. K. HUNT .....Ashland, Ky.
MR. A. M. DECKER, *Treasurer*.....Barbourville, Ky.
MR. H. C. BLACK .....Johnson City, Tenn.

Class No. 6—Term Expires in 1929

REV. E. P. HALL.....Harlan, Ky.
MR. A. B. CRONETT .....Harlan, Ky.
MRS. NANNETTE R. SKAIN .....Lexington, Ky.

ADMINISTRATION

E. T. Franklin .....President
F. E. Matheny .....Dean of the College
Abigail E. Weeks .....Dean of Women and Librarian
A. M. Decker .....Treasurer
Nannie L. Taylor .....Assistant Treasurer
Mrs. Julia R. Gunn .....Endowment Secretary
Rebecca Sawyer .....Registrar
Mrs. C. E. Vogel.....Matron in Speed Hall
Rev. C. E. Vogel.....Director of Student Activities

FACULTY

EZRA T. FRANKLIN, A.B., B.Pd., M.A.

PRESIDENT

Philosophy and Systematic Theology

A.B., Asbury College, 1903; B.Ph., Valparaiso University, 1905; A.B., Indiana University, 1906; M.A., Indiana University, 1910; graduate student at Columbia University, summer session, 1912 and 1913; research scholar, Columbia University, 1913-1914; teacher in graded school two years; a superintendent of city schools two years; Dean and Professor of Philosophy, Asbury College, 1908-1910; Professor of Theology and Philosophy, and Dean and Acting President of Olivet College, 1910-1911; President of Olivet College, 1911-1912; Vice President and Professor of Philosophy and Systematic Theology, Asbury College, 1912-1915; President of Union College, 1915-

FRANCIS EDMUND MATHENY, A.M., M.Pd.

DEAN

Psychology and Education

Ph.B., Berea, 1900; M.A., Denver University, 1904; M.Ph., University of Wyoming, 1901; Student, University of Chicago, Summers, 1904-1909; Superintendent of Schools, Casper, Wyoming, 1900-1909; Dean of Academy and Professor of Elementary Education and Ethics, Berea College, 1909-1924; Dean and Professor of Psychology and Education, Union College, 1924-

ABIGAIL E. WEEKS, A.B., A.M.

DEAN OF WOMEN

English Department

Graduate of State Normal School, Mansfield, Pa.; A. B., Dickinson College, 1905; A.M., 1907; special work in English at Chautauqua, New York; A. M., Columbia University, 1920; taught several years in graded and high school; head of the Department of English in Union College, 1905-1907, 1910-1915; after two years absence recalled to the head of the English Department, 1917-

I. B. PEAVY, B.E., M.E., M.Pd., M.S.

Professor of Education and Head of Normal School

B.E., M.E., and M.Pd., Edinboro State Normal School; M.S., Taylor University; B.E., 1891; M.E., 1893; M.Pd., 1903; M.S., 1918. Five years principal high school; 15 years teacher of

science and methods and assistant principal in Edinboro State Normal School at Edinboro, Pa.; nine years teacher of science and educational subjects, and for seven years principal of the Academy at Taylor University; Union College, 1920-

FRED E. HAYES, A.B., A.M.

History

A.B., University of Nebraska, 1908; A.M., 1916; two years graduate work in the University of Illinois, 1921-1923; eleven years teacher of History in high schools in Nebraska and Illinois; Professor of History, Union College, 1923-

ESTHER MAY CARTER, B.L., M.A.

Academy English and Latin

B.L. and M.A. degrees from Ohio Wesleyan University; summer work at the University of Edinburgh; graduate work at Columbia University in Education and Literature; Dean of Women and teacher of English in West Virginia Wesleyan College, six years; Dean of Women and Associate Professor of Literature in Lawrence College, nine years; Dean of Women and teacher of Latin in Murphy College, one year; present position since 1923.

HERBERT W. WRIGHT, A.B., M.S.

Physics and Chemistry

A.B., Connecticut Agriculture College, 1920; M.S., Iowa State College, 1924; Assistant in Mathematics and Physics, Connecticut Agriculture College, 1919-1920; Instructor, Department of Chemistry, Iowa State College, 1920-1924; Professor Physics and Chemistry, Union College, 1924-

JOHN B. RIPPERE, A. M., L. H. D.

French and Latin

Wesleyan University. St. John's College.

T. M. FUNK, A.B.

Mathematics and Athletics

A.B., Georgetown College, 1922; Valedictorian of his class both in high school and college; all-state man in basketball and baseball; Athletic Director Hearn Academy, 1922; Professor of Mathematics and Athletic Direction, Union College, 1923-

CLEO BOYLE
Home Economics
University of Chicago. Iowa State College
Colorado State Teachers' College.

ANNYE W. LONG
Piano and Voice
Cincinnati Conservatory of Music.

C. E. VOGEL
Bible and Religious Education
Berea College. University of Chicago.

Expression and Public Speaking
(To be supplied)

DANIEL M. HUMFLEET
Normal and Academy Science and Mathematics

Graduate, Union College Academy; State Certificate, Kentucky State Board of Education; special student in Science, University of Kentucky Summer School; student of Methods, Science and Mathematics, Eastern Kentucky State Normal; teacher in Rural Schools; Principal of Graded and High Schools; Professor in Normal Department of Sue Bennett Memorial School, London, Kentucky, 1910-12; Principal, Normal Department of Union College, 1915-20; Professor of Science and Mathematics, Union College Normal and Academy, 1920-

NANNIE L. TAYLOR
Typewriting and Penmanship

Graduate from McNeil Business School; Teacher of Typewriting and Penmanship, Union College, 1918-

UNION COLLEGE

LOCATION

ARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College. It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville & Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. The moral tone of the town is high. Baptists, Presbyterians, Disciples, and the Methodist Episcopals have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such out of door study.

HISTORY

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable building erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and students, citizens and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed, and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. In spite of adversities, the school increased in equipment and influence during his administration. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and Stevenson Hall was also erected.

Upon the resignation of President Easley in 1910, Judge James D. Black, LL.D., of Barbourville, later Governor of Kentucky, became the fourth President of Union College. Under his management the material as well as the less tangible interests of the school progressed with rapid strides. The two years of President Black's connection with the school will be remembered as years of solid growth.

For the next three years the school was under the leadership of President Percy L. Ports, for several years Professor of Natural Science in Union College, followed by that of Rev. E. R. Overley, President, together with B. C. Lewis as Vice President and Business Manager. These were years in which there was a change taking place with regard to the scope and nature of the work that Union College should do in the future. The General Board of Education of our Church gave valuable assistance in setting a new program and in arranging for it to be carried out.

On June 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure, which embraced a financial campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. The balance in the budget has been met in full by conference of each year, and a good start has been made on the larger financial campaign. The Memorial Gymnasium is now finished and is one of the best in the whole South.

In connection with the Centenary we received $35,000 for equipment and endowment. In the fall of 1921 an asking of $750,000 was made. At least $300,000 was to be set aside for endowment and the rest for buildings, equipment, etc. $452,000 of the askings had been subscribed by July 3, 1922.

Two revivals, one in the fall term and another in the winter term, each year result in the conversion of nearly all the students unconverted when they come.

At the Board meeting in January, 1916, it was decided that the College Course proper should be added as fast as possible. It was started in 1916-17 with gratifying results, and this bulletin presents a full college course, with a fine class of college students which we expect to see increased in 1924-25.

AIM

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting shield. To vitalize the power of intellectual development; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love of the Good, the True and the Beautiful; to increase lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the Christian College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school, then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school will teach faith in oneself, the value of self-reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it can teach the sons and daughters of its patrons to be "of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting," its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine Christian character. It interprets the meaning of life and sets itself the task of fitting young men and women for the manifold and responsible duties of Christian civilization.

CAMPUS

The front campus comprises about ten acres and is situated on the highest part of the town. The buildings are

located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties of native trees. The buildings are connected with each other and with the street by cement walks. A deep well of pure, wholesome water is located on the front campus. There are tennis courts, besides ample room for croquet lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

The athletic field lies immediately back of the campus and affords ample room for all kinds of field athletics. The whole grounds of the College comprise about twenty-five acres.

BUILDINGS

ADMINISTRATION BUILDING — This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel, laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories—chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

FANNY SPEED HALL—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and a laundry room where students often do their laundry, make candy, etc.

STEVENSON HALL—This is a brick structure of colonial design, three stories high. The rooms accommo-

date two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

Superintendent's Cottage—This is a splendid frame cottage with all modern improvements. The Superintendent of Buildings and Grounds occupies it.

Soldiers and Sailors Memorial Gymnasium—This new gymnasium was built as a memorial to the soldiers and sailors of the world war and is the most beautiful building on the campus. It is probably the best college gymnasium in the state. It is constructed of brick and Bedford stone.

The basement has a swimming pool, showers, toilets, lockers, and dressing rooms. The playing floor is 90x60 feet and gives ample room for all kinds of indoor athletics and physical exercises. The balcony is fixed for a running track. The whole building is well equipped.

Heat, Light and Power Plant—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells.

EQUIPMENT

Library—The Speed-Stevenson Library, containing about three thousand volumes, was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College. The late Professor George H. Daines was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading Room is supplied with many of the best secular and re-

ligious papers and current magazines. The students are thus able to keep themselves informed with respect to the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson of Barbourville, Kentucky, generously donated a large number of books. These books, embracing a wide range of useful information, constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

In 1917 we received two very liberal and much appreciated gifts of books for the Library.

Mrs. J. H. Good of Ashland, Ohio, sent us, through the *Western Christian Advocate,* a very excellent collection of books; and Mrs. E. J. Langdon, the mother of the late Professor Langdon, head of our English Department, gave the College Professor Langdon's private library, embracing a very large number of splendid books, which will remain on the shelves as a memorial to his great love for the College and his friendship for the students.

In 1918 Dr. E. C. Wareing, editor of the Western Christian Advocate, very graciously presented the college with several hundred splendid volumes.

In 1921 Rev. W. B. Collins, D.D., one time pastor of Trinity M. E. Church, Louisville, Ky., presented the College with his private library of several hundred volumes. The library has not received a more valuable collection. It will be known as the Collins Collection.

Maps—The College now has complete sets of historical maps covering Ancient, Modern and American History. These, together with many other maps and globes, make this equipment quite adequate to the needs of these departments.

Laboratories—*Chemical*—This is equipped with two tables with acid - proof tops, accommodating thirty - two students. The tables are supplied with running water

and natural gas. An automatic water still is included in the equipment. Ample glassware and chemicals are provided for individual student experiments. The laboratory contains a Henry Troemner analytical balance, sensitive to one-twentieth milligram, besides several less delicate balances for student use.

Physical—In this laboratory apparatus is provided for individual experiments in mechanics, light, heat, sound, magnetism and electricity. The equipment includes a Hart Optical Disk, standard steel meter stick, made by Brown and Sharpe, three static machines, three X-ray tubes, electrical measuring instruments, one-horsepower electric motor, diffraction grating, organ pipe, sonometer, etc. The equipment is all modern and of high grade.

Biological—In these are provided dissecting sets and microscopes for work in botany and zoölogy. There are two compound microscopes, one with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoölogical specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

Mathematics—Hardwood models of the various geometric forms are provided. Drawing boards and accessories are provided for classroom work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

Music—The College owns eight upright pianos, and the chapel is graced with a concert grand for public services and concerts.

Power Plant and Shop—For lighting, the College owns a forty-horse-power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood-working tools.

Fire Protection—The buildings are furnished with twenty hand chemical fire extinguishers. The students are instructed in the use of these at the beginning of each session. Large water pipes run into the buildings with water hose attached on each floor.

SANITATION

All the water used for drinking purposes at the College comes from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is 100 feet deep and furnishes pure, soft water from the deep-lying sandstone. This is used in the dining-room. The College has a modern sewerage system, extending half a mile to Richland Creek. The bread and pastries used are baked in the College Bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT

Proper control and guidance of a student body are of such great importance that too much attention can not be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

There is a student government organization in each dormitory which largely has charge of the order in the halls.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Coöperation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen can not well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the term.

The student's dress should be simple, not elaborate or faddish. The dormitory student is required to keep his room and its contents in good condition. Students' rooms are subject to inspection by proper authorities at any time.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the College. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property. A deposit is required. See *expenses.*

The use of tobacco, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

Union College is not a reformatory institution, but a place for the training of the body, mind, and soul of earnest, studious boys and girls.

Boys known to be unmanageable at home will not be received here, as one bad boy will injure the whole school, and the extra time and strength given to him should be given to good boys and girls.

RELIGIOUS INTERESTS

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philanthropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Forty minutes each school day are spent in whole-hearted singing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after the best Christian type. Revivals are also a part of our religious program. All students are urged to become Christians and to unite with some church. Nearly every student not previously a Christian becomes converted.

The young men have their religious organizations modeled somewhat after the Y. M. C. A. devotional services. The young ladies and the teachers in Speed Hall have a weekly prayer meeting. Also on Thursday evenings, between supper and study hour, we have a people's meeting of Scripture, prayer, singing, testimony and praise.

All students are required to attend Sunday School and Sunday morning preaching services, also the revival services in the college.

BOARDING STUDENT'S OUTFIT

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for bureau and washstand. The young men will provide for single beds. Sheets should be three yards long.

DRESS

Often the problem of dress becomes a source of discontent and annoyance to a boarding school and to patrons. We do not care to adopt uniforms for girls to insure economy and balance if we can get these results otherwise.

Our policy is to require girls to have coat suits or blouses and skirts for church and school wear. Plain dresses are also desirable for school wear. The wearing of fancy dresses will not be permitted on these occasions.

The secular and church press give evidence of a general confusion and contention over extremes in dress. Many educational institutions are setting some standards for their own convenience in avoiding administrative difficulties in this regard. Union College ladies, including boarding students, day students, teachers, and all others connected with the school will be expected to avoid extremes in dress. Expensive jewelry of all kinds should be left at home.

WRITING AND SPELLING

All students whose writing is not reasonably legible and whose spelling is not fairly good will be required to take special work in these branches until they reach a reasonable efficiency. There will be an extra tuition fee of $1.00 a month for each. Students will be excused from these classes at the end of any month in which they have reached the required standard.

DROPPING WORK

After once enrolling in a class the student can not drop the work except by the consent of the President or Dean and the teacher in charge.

REFUNDING

No fees will be refunded.

No tuition will be refunded. But in case of protracted sickness when the student has to drop out of the term's

work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

MAIL

The College mail carrier will collect all out-going mail from the dormitories and Administration Building each morning and afternoon and will deliver the in-coming mail likewise.

LITERARY SOCIETY

The Sevensonian Literary Society is maintained by the Academic Students.

The Faculty encourages the society in every way possible and it is regarded as one of the most valuable special features of the College.

THE JOSHUA S. AND ELIZABETH TAYLOR SCHOLARSHIPS

The Rev. Joshua S. Taylor and Mrs. Elizabeth Taylor, of Middleburg, Ky., left to Union College the sum of $3,100, the income of which is to be used to help men studying for the ministry in the Methodist Episcopal Church in Kentucky.

The Board of Education has ruled that this money may be spent on the basis of need together with the promise of future service to the Church. That is to say, a young man who is studying for the ministry in the Methodist Episcopal Church, who needs some financial assistance, and who has promise of making a useful man, will receive help, rather than the man who needs no financial help or the man who is comparatively indifferent about his call

to the ministry. It is a real pleasure to help the young man who is dead-in-earnest and needs help.

Application for a Taylor Scholarship should be made to the President of the College.

ATHLETICS AND PHYSICAL TRAINING

Athletics at Union College will be kept on a very high ethical plane and everyone participating will be in a character-building exercise as well as wholesome sport. Interclass games are one of the leading features of athletics at Union College. Almost everyone that has any desire for athletics has a splendid opportunity to play.

Union always has good teams. The whole College and community like sports.

All students are required to take two hours a week in physical training under one of the physical trainers. The gymnasium is supplied with all kinds of apparatus for giving the needed exercises. Every student will be taught to swim. The pool is open to boys three days a week and to girls three days a week. The water is kept in a pure condition by changing, filtering, and chemical treatment.

College of Liberal Arts and Science

ADMISSION

Graduates from our Academy, and from accredited high schools and academies, will be admitted to the Freshman class.

Fifteen units of high school work are required for entrance to the Freshman year of the College. A subject pursued daily with forty-minute recitations, or four days a week with fifty-minute recitations for a school year of at least thirty-six weeks constitutes a "unit." Some of the units are required and others elective as follows:

REQUIRED

Algebra	1½
Geometry	1
*English	3
Science	1
History	1

ELECTIVES

Latin	1 to 4
French	2
Spanish	2
Solid Geometry	½
Physics	1
Physical Geography	½
Botany	½ or 1
Zoology	½ or 1
History	1
German	2
Physiology	½
Chemistry	1
General Science	½ or 1
Greek	2
English Bible	½ to 2
Bookkeeping	1
Domestic Science	1 to 2
Manual Training	1
Mechanical Drawing	1
Economics	½
Psychology	½
Music	1 or 2
Expression	½ or 1

REQUIRED

ENGLISH GRAMMAR AND RHETORIC—One unit. Every applicant must be able to write clear and correct English, and no applicant will be accepted in English whose work is seriously defective in spelling, punctuation, grammar and paragraph structure. The proper preparation for this part of the requirement is practice in composition through the four preparatory years, with correction of themes by the teacher and revision by the pupil. Subjects for themes should be taken from the books prescribed for general reading below, and also from the pupil's observation

*Students entering the College with three credits in English must have had the intensive study indicated on page 25.

and experience. Practice should be afforded in writing narration, description, exposition and argumentation. Applicants should be familiar with those principles of Rhetoric which are most helpful in elementary composition: viz., the principles of sentence structure, outlining, paragraphs and choice of words. The amount and kind of work required is indicated in Lockwood and Emerson's Composition and Rhetoric. Hill's Rhetoric or Brooks' English Composition and Rhetoric.

ENGLISH CLASSICS (A) FOR READING AND PRACTICE. ONE UNIT

The applicant is expected to give evidence of a general knowledge of the subject matter and to answer simple questions on the lives of the authors.

The books set for this part of the entrance requirements in 1917 will be:

GROUP 1—Classics in Translation. Two to be selected. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Aeneid, The Odyssey, Iliad and Aeneid should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP 2—Shakespeare. Two to be selected.

Shakespeare's "Midsummer-Night's Dream;" "Merchant of Venice;" "As You Like It;" "Twelfth Night;" "The Tempest;" "Romeo and Juliet;" "King John;" "Richard II;" "Richard III;" "Henry V;" "Coriolanus;" "Julius Cæsar;" "Macbeth;" "Hamlet."

N. B.—The last three only, if not chosen for study.

GROUP 3—Prose Fiction. Two to be selected.

Malory's: "Morte d'Arthur;" Bunyan's "Pilgrim's Progress," Part I; Swift's "Gulliver's Travels," (voyages to Lilliput and to Brobdingnag); Defoe's "Robinson Crusoe," Part I; Goldsmith's "Vicar of Wakefield;" Frances Burney's "Evelina;" Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's "Castle Rackrent," or the "Absentee;" Dickens' Novels, any one; Mrs. Gaskell's "Cranford;" either Kingsley's "Westward Ho!" or "Hereward the Wake;" Reade's "The Cloister and the Hearth;" Blackmore's "Lorna Doone;" Hughes' "Tom Brown's Schooldays;" either Stephenson's "Treasure Island," or "Kidnapped," or "The Master of Ballantrae;" Cooper's Novels, any one; Poe's "Selected Tales;" either Hawthorne's "The House

of Seven Gables," or "Twice Told Tales," or "Mosses from an Old Manse." A collection of short stories by various standard writers.

GROUP 4—Essays, Biography, etc. To be selected.

Either the "Sir Roger de Coverley Papers," or "Selections from the Tatler and The Spectator," (about 200 pages); "Boswell's Selections from the Life of Johnson," (about 200 pages); "Franklin's Autobiography;" either "Irving's Selections from the Sketch Book," (about 200 pages), or "The Life of Goldsmith;" "Southey's Life of Nelson;" "Lamb's Selections from the Essay of Elia," (about 100 pages); "Lockhart's Selections from the Life of Scott," (about 200 pages); "Thackeray's Lectures on Swift, Addison and Steele in the English Humorists;" Macaulay; one of the following essays: "Lord Olive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," or "Madame d'Arbley," Trevelyan's "Selections from Life of Macaulay" (about 200 pages); (about 150 pages); "Dana's Two Years Before the Mast," "Lincoln's Selections," including at least two Inaugurals, the "Speeches in Independence Hall and at Gettysburg," the "Last Public Address," and "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman's "The Oregon Trail;" Thoreau's "Walden," Lowell's "Selected Essays," (about 150 pages); Holmes' "The Autocrat of the Breakfast Table;" Stevenson's "Inland Voyage, and Travels with a Donkey;" Huxley's "Autobiography and Selections from Lay Sermons," including the address on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk;" a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP 5—Poetry. Two to be selected.

Palgrave's "Golden Treasury" (First Series); Books II and III, with special attention to Dryden, Collins, Cowper, Gray and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's "The Traveler and the Deserted Village;" Pope's "The Rape of the Lock;" a collection of English and Scottish Ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge's "The Ancient Mariner," "Christabel and Kubla Khan;" Byron's "Childe Harold;" "Canto III or IV," and the "Prisoner of Chillon;" either Scott's "The Lady of the Lake" or "Marmon;" Macaulay's "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry;" either Tennyson's "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home

Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—," "The Pied Piper," "Instans Tyrannus;" Arnold's "Sohrab and Rustum," and "The Forsaken Merman;" Selections from American Poetry, with special attention to Poe, Lowell, Longfellow and Whittier.

ENGLISH CLASSICS (B) INTENSIVE STUDY. ONE UNIT

Preparation for this part of the work includes thorough study for each of the works named below; a knowledge of the subject matter, form, and structure. The books set for entrance requirements in 1917 will be:

GROUP 1—*Drama.* One to be selected.

Shakespeare's "Julius Cæsar," "Macbeth," "Hamlet."

GROUP 2—One to be selected.

Milton's "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas;" Tennyson's "The Coming of Arthur," "The Holy Grail," and the "Passing of Arthur;" the selections from Wordsworth, Keats and Shelley in Book IV of Belgrave's "Golden Treasury" (First Series).

GROUP 3—*Oratory.* One to be selected.

Burke's "Speech on Conciliation with America;" Macaulay's "Two Speeches on Copyright," and Lincoln's "Speech at Cooper Union;" "Washington's Farewell Address," and Webster's "First Bunker Hill Oration."

GROUP 5—*Essays.* One to be selected.

Carlyle's "Essay on Burns," with a selection from Burns' Poems; Macaulay's "Life of Johnson;" Emerson's "Essays on Manners."

ALGEBRA—The Equivalent of Mathematics I (b) and (c) and II (a), (b) and (c) in the Academy.

GEOMETRY—The equivalent of Mathematics III in the Academy.

HISTORY—History I in the Academy or an equivalent in General History.

The required unit in Science will be Botany, Physics or Chemistry.

BOTANY—One unit. This course should be both technical and practical, and include a microscopic study of the cells and tissues of the plant, including root, stem and leaves, lectures, field and laboratory work on algae, mosses, ferns, gymnosperms and cryptogamous plants taken up in the Spring Term. Bergen's Essen-

tials in Botany, or a similar text, indicates the ground to be covered.

PHYSICS—One unit. The equivalent of the work in Millikan and Gale's First Course in Physics. Laboratory notebook should be presented.

CHEMISTRY—One unit. An introduction of general chemistry. The student should be familiar with the common elements and inorganic compounds and in an elementary way with the theory of chemistry. The instruction must include both textbooks and laboratory work and extend over a period of one year. Notebooks must be presented.

ELECTIVES

GREEK—First unit. White's First Lessons in Greek or First Greek Book, or, an equivalent. The reading and translation of the first six chapters of Xenophon's Anabasis. Special attention should be given to pronunciation, accent, inflection, and the general essentials of grammar.

GREEK—Second unit. Goodwin's or Hadley and Allen's Greek Grammar; any standard edition of Xenophon's Anabasis; Sones' Greek Composition, or Sidgwick's Greek Writer. Systematic and thorough study of Greek grammar; special drill in syntax; the translation of books I, II, III, and IV of the Anabasis; thorough drill in Greek Composition; history of the period in which Xenophon lived.

LATIN—Two to four units. See Latin I, II, III, and IV in Academy.

GERMAN—Two units. A thorough knowledge of the rudiments of German grammar; ability to read prose or poetry of moderate difficulty; ability to translate simple English sentences into German; the reading of at least three hundred pages of prose; translation of matter based on the text read; memorizing of selected poems, practice in writing and speaking German.

HISTORY—One unit. A year of High School work in English History, American History and Civics, or Medieval and Modern History.

SCIENCE—One unit. Another of the Sciences already mentioned, or Physiography, General Science, Agriculture, Domestic Science, or other acceptable subject. The time spent and the amount of field work and experiments done will determine the amount of credit.

PHYSIOLOGY—One-half unit. The equivalent of Martin's Human Body. (Briefer course.)

ENGLISH BIBLE—One-half to two units. Work presented from standard Bible schools will be accredited on proper basis.

SOLID GEOMETRY—One-half unit. The work of some standard text.

ECONOMICS—One-half unit. The practical study of some text like Laughlin's Political Economy.

PSYCHOLOGY—One-half unit. A half year's work completing a text like Halleck's Psychology and Psychic Culture.

BOOKKEEPING—Mechanical Drawings, Manual Training, Domestic Art or Science, and Successful Teaching Experience may be credited as electives, one-half unit or one unit each, according to the grade and amount of work done.

MUSIC—One or two units. See Music Department.

CONDITIONED STUDENTS

Students who are conditioned on entrance work will take studies in the Academy to remove such conditions, but may also take such studies in the Freshman year of the College as time and previous work will admit. However, if a student who has the required English, Mathematics and Foreign Language thinks he has a good reason why he should leave some conditioned work behind for a time, he may take the question up with the President, but in no case may the conditioned work be left later than the Sophomore year of his College course.

ADMISSION TO SPECIAL STUDENTS

As a rule students desiring to pursue college work will be entered in a regular class looking toward graduation, yet under exceptional circumstances students who are not candidates for a degree may be permitted to take selective studies. However, such students must satisfy the faculty that they are able to take with profit the work selected. Each case will be decided on its own merits.

ELECTIVE WORK

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than twelve hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the Semester plan will be accredited at proper ratio. No student should expect to receive full credit for work done at institutions not having equal entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

REQUIREMENTS FOR GRADUATION

The Bachelor of Arts Degree (A.B.) will be conferred upon the completion of 192 term "hours," including the required work and a major and two minors to be chosen by the student at the beginning of the Sophomore year.

The "hour" is the work done in a class meeting one period each week for a term. Union College is running on the trimester plan. The 192 hours is equivalent to 128 hours on the semester plan.

The required work is listed and the amount of elective work is stated under the curriculum. When the major and minors are selected the amount of elective work will be reduced accordingly.

A major subject and two minor subjects must be chosen at the beginning of the Sophomore year. One must be correlated to the major subject. The other minor may be selected from any field approved by the professor in charge of the major subject together with the President.

The work in the major subject will cover not less than twenty-seven hours above elementary courses and a minor not less than eighteen hours.

It is urged that every student take at least one good course in History and a first course in Physics, Chemistry, and Biology unless a good course in each has been taken in High School.

The one hundred ninety-two term-hours of work must be of such a character as to make at least one hundred ninety-two "points" on the following scale:

One term-hour completed with a grade A counts three points.

One term-hour completed with a grade B counts two points.

One term-hour completed with a grade C counts one point.

Grades below C do not count for points.

EXAMINATIONS AND GRADES

Examinations are held at the close of each term and the examination, together with the daily grade constitute the term grade. Grades are reported in letters as follows: A, B, C, D, E, and F. Grade A means *excellent;* grade B means *good;* grade C, *fair;* grade D, *passed;* grade E, *conditioned;* grade F, *failed.* If the student is carrying extra work no D grade and only one C

grade a term will count towards graduation. No completed course will be marked E. Only a continued course will be marked E when the teacher thinks the student may make up the deficiency before the course is completed. If the student does not make up the deficiency the whole course will be marked F. A grade of F means that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Credit toward graduation will not be given on a course not completed, except in certain courses where the work done will justify.

An order for special examination may be obtained at the Office by paying a fee of $1.00. Examinations other than those set for the class shall be classed "special examinations," and can not be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

HONORS IN SCHOLARSHIP

Honors in scholarship are recorded on the diplomas of the students winning them, and published on the Commencement program.

Honors in General Scholarship—two grades of honors, designated respectively as honors (*cum laude*) and high honors (*magna cum laude*) are conferred at graduation upon students who satisfy the following conditions of scholarship:

Honors in general scholarship are awarded to those students who have attained a grade of A in 100 hours of the total required for graduation, and a grade not lower than B in 60 hours more.

High honors are awarded to those students who have attained the grade of A in 160 hours of the total required for graduation.

Students completing more than 192 hours for graduation, must attain the same ratio of hours in A and B.

Students coming from other colleges may receive general honors on completing two years of resident study and satisfying the conditions of scholarship prescribed by the Faculty; provided they furnish also such evidence of high scholarship in the institution from which they came as may, in the judgment of the Faculty, entitle them to become candidates for honors under the regulations.

CURRICULUM

Freshman

FALL TERM	WINTER TERM	SPRING TERM
English 3	English 3	English 3
Mathematics or Science 5	Mathematics or Science 5	Mathematics or Science 5
*Foreign Lang'ge. 5	Foreign Language 5	Foreign Language 5
Bible 2	Bible 2	Bible 2

Sophomore

English 3	English 3	English 3
Mathematics or Science ....3 to 5	Mathematics or Science ....3 to 5	Mathematics or Science ....3 to 5
History 3	History 3	History 3
Bible 2	Bible 2	Bible 2
Electives ....2 to 4	Electives ....2 to 4	Electives ....2 to 4

Junior

Philosophy 5	Philosophy 5	Philosophy 5
Electives 11	Electives 11	Electives 11

Senior

Electives 16	Electives 16	Electives 16

When the major subject has been chosen, and that should be done at the beginning of the Sophomore year, the electives in the other years will be reduced by the major and minor requirements.

*Every student will be required to take fifteen hours of foreign language during the College course, and if less than four units of foreign language have been offered for entrance at least nine additional hours will be required.

College Department of Instruction

ENGLISH

The English work is fundamental to all other courses. All students are required to take courses 1 and 2 and are encouraged to take as much more as they have time to give to that field.

Students majoring in English will take courses 1, 2, and 3 and elect at least twenty hours more from the other courses under the direction of the head of the department.

For a minor in English take courses 1, 2, and at least fifteen hours more selected under the advice of the department.

Those majoring in English will take one minor in Greek, Latin, French, German or History.

ENGLISH 1—*Composition.* The chief purpose of this course is to train the student in the use of easy, idiomatic English. It is believed that successful instruction in Rhetoric depends not so much upon precept as example and practice; so the student is encouraged to write freely upon subjects that appeal to him, and that spring naturally from the interests and activities of his daily life. The instructor corrects each paper in detail, and makes appointments with each student for private consultation as he sees fit. The instruction is made extremely flexible, and freshness and variety of methods are constantly sought. Required of all Freshmen.

Three hours a week throughout the year.

ENGLISH 2—*Literature.* This course aims to give a rapid survey of the development of English Literature from Beowulf to the present time, as a basis for all further study of Literature. Collateral reading with reports is a regular part of the work. Required of all Sophomores.

Three hours throughout the year.

ENGLISH 3—*Elements of Literary Criticism.* A study of the underlying principles of criticism with abundance of opportunity to apply those principles to literature itself.

Three hours throughout the year.

Courses 1, 2, and 3 are prerequisites of all other courses in English.

ENGLISH 4—*Scribblers' Club.* This course is open to all college students who like to scribble. Its purpose is to develop fluency, to enlarge vocabulary, to help the student to perfect his own style by study of usage and principles underlying all forms of writing, and by the study of present-day literature as found in some of our best current literature. Some attention is given to Journalism. The Club is called in from time to time to furnish college news and articles of interest for our school paper and for the local press.

Two hours throughout the year.

ENGLISH 5—*History of the English Language with Word Study* This course aims to give students a vital interest in their own language as a medium of expressing their own thoughts and feelings, with an ever-increasing delight in acquiring new words for every day use.

Two hours throughout the year.

ENGLISH 6—*Nineteenth Century Poetry.* A study of the period of transition from the later Romanticism to the spirit of the nineteenth century proper will precede the regular work which will include a detailed study of the poetry of Arnold, Clough, Browning, Tennyson, Rossetti, and Swinburn, with frequent excursions into the poetry of England today.

Three hours throughout the year.

ENGLISH 7—*Nineteenth Century Prose.* This course parallels Course 6, covering the prose work of Newman, Arnold, Ruskin, Carlyle, Macaulay and others.

Three hours throughout the year.

ENGLISH 8—*Poetry.* The first semester is devoted to the Study of the Lyric, from Shakespeare, including the present day; the second semester to a careful Study of the Epic, concluding with Milton's "Paradise Lost."

Three hours throughout the year.

ENGLISH 9—*Browning and Tennyson.* One-half year will be given to each of these great representatives of the nineteenth century spirit.

Two hours throughout the year.

ENGLISH 10—*English Poetry.* The fall term in this course will be devoted to a study of English Lyrics from Shakespeare to the present time; the winter term will be given to a study of the drama of Shakespeare; the spring term will be given to a careful study of the Epic, as represented by Milton's "Paradise Lost."

Three hours throughout the year.

ENGLISH 11—*Drama.* The first semester: a study of Shakespeare as the greatest of all English dramatists; the second semester covers the transition period from Shakespeare to Ibsen, and makes a thorough study of Ibsen and the drama of today.
Three hours throughout the year.

ENGLISH 12—Epics in Translation. The Iliad, the Aeneid and the Divine Commedia are studied in translation.
Two hours a week throughout the year.

ENGLISH 13—*Classic Drama in Translation.* This course will cover the great tragedies and comedies of the Greek and Roman Literature.
Two hours throughout the year.

ENGLISH 14—*English Novel I.* Only students who have time for much outside reading should elect this course. It will include representative novels from Richardson to George Eliot.
Two hours throughout the year.

ENGLISH 15—*English Novel II.* This course continues the work of Part I and will include the novels of Stevenson, Kipling, Hardy, McCleod, Gissing, Sinclair, Wells, and others.
Two hours throughout the year.

ENGLISH 16—*Eighteenth Century.* This course covers a thorough review of the Restoration, the development and decline of the spirit of Classicism.
Two hours throughout the year.

ENGLISH 17—*Method of Teaching English.* Open only to those who expect to take up English teaching in the High school.
Two hours throughout the year.

ENGLISH 18—*The Bible as Literature.* This course aims to teach as literature, the stories, the poetry, the drama, with something of the philosophy of the Bible, applying the principles of literary art to the greatest single collection of literature in the world. Elective for Sophomores, Juniors, and Seniors.
Two hours a week.

ENGLISH BIBLE, THEOLOGY, AND LIFE SERVICE

The work in Bible is a literary, historical, social and devotional study of the English Bible with a view to making scholarly and genuine Christian citizens. The work is presented with such thoroughness and appreciation as to remove a too frequent feeling that such study is not worthy of the time of people of affairs.

The work in Theology is designed especially for ministerial students, but any student will find these courses of

real benefit in a general as well as in a specific way. The grounding of belief is a great and steadying asset in living a consistent and forceful life.

This is not supposed to be a theological seminary course, but it is offered as a training which will meet the needs of the man or woman who wants some help in Christian work before going to a theological seminary. Also, there are thousands of efficient workers who can not and who never hope to get a complete College training. Again, a course in a System of Christian Doctrine is as valuable as a mind and character builder as almost any college course one could take.

Thirty hours in this department, including twelve hours of Bible, will constitute a minor. Theology I is designed for beginners and will not be credited in the College Department.

BIBLE 1—*Life and Teachings of Christ.* The four gospels are carefully studied with view to ascertaining the facts about the life of Jesus and his sayings from the oldest sources. Also this course takes up in the second half of the year a study of the social and ethical teachings of Jesus as given in the gospels.

Two hours throughout the year.

BIBLE 2—*Early Hebrew Life and Literature.* A study of the Pentateuch with view to getting the point of view of the early Hebrews and their social, political and religious standards as revealed in the narratives and laws from the creation to the death of Moses. The second half of the year will be given to the study of the golden age of Hebrew History as given in Samuel, Kings, and Judges. Beginning with the entrance to the promised land and continuing to the close of Solomon's reign a careful study is made of the Hebrew life and nation as it passed from stage to stage.

Two hours throughout the year.

BIBLE 3—*Old Testament Prophets.* Their times, the needs of the people, their spirit, and their message. Designed for College students only.

One hour throughout the year.

BIBLE 4—*Pauline Epistles.* The social, devotional, ecclesiastical, philosophic and doctrinal problems of the early Christian Church. Paul's Epistles largely constitute the matter for study. Open to College students only.

One hour throughout the year.

THEOLOGY I—*The Pastor and His Church.* This course deals with the activities, organizations and methods of work in the church; and the pastor's practical and personal relation to them.

Two hours a week throughout the year.

THEOLOGY 2—*Homiletics.* This course is practical but will be made as literary as possible. A careful study of sermonizing, making of outlines, writing of briefs and sermons. Lectures by the instructor and some good text, such as Broaddus, Kern or Pattison.

Two hours a week throughout the year.

THEOLOGY 3—The first part of the course will be a careful study of Theism as a fundamental to Christian philosophy. When the fundamental is well established the course will proceed to build up a well constructed system of Christian doctrine. The basis for this course will be Sheldon's System of Christian Doctrine, collateral reading, lectures and discussions.

Three hours a week throughout the year.

THEOLOGY 4—*History of the Christian Church.* Deals with the rise and development of the early church; the mediaeval period, including the growth of the Papacy; the German Reformation; and subsequent denominationalism.

Four hours per week throughout the year.

Credit given by the semester.

THEOLOGY 5—*Biblical Hermeneutics.* This offers a study of the laws by which the Bible may be explained. It consists of first, introduction to Bible interpretation, the study of Bible languages, inspiration, textual criticism, and the qualifications of an interpreter; second, a study of the principles of Bible interpretation; third, the History of Bible interpretation from the ancient Jewish down to the present time.

Two hours a week throughout the year.

THEOLOGY 6—*Comparative Religions.* This course will consist of a comparative study of the great world Religions, with special emphasis upon the three great Missionary Religions, Buddhism, Mohammedanism, and Christianity.

Two hours a week throughout the year.

THEOLOGY 7—*Missions.* An outline study of early missions in the early and mediaeval periods of church history, to be followed by a more extensive study of Protestant missions throughout the world. Particular fields may be given special attention if so desired.

Two hours per week throughout the year.

FRENCH

The aim of these courses is to give the student a knowledge of the language both written and spoken, to appreciate the literature, a general knowledge of the history and development of the languages.

For a major in French take courses 2, 3, and 5. Students majoring in French are advised to take course 4 also.

For a minor in French take courses 2, and 3 or 5.

A student majoring in French will take one minor in Latin, Greek, Spanish or German.

FRENCH 1—*Elementary French.* Fraser and Squair is used as a grammar and reference book. Oral conversation and written work. Reading of one easy prose book.
Five hours throughout the year.

FRENCH 2—*Intermediate French.* Reading of such authors as Mérimee, Dumas, George Sand, Labiche and Martin. Memorizing of poems. One paper written in French. Conversational French to a large extent.
Three hours throughout the year.

FRENCH 3—*French Literature in First Half of Nineteenth Century.* Study of Victor Hugo, Lamartine, Alfred de Vigny, Alfred de Musset, Chateaubriand. Study of the literature of this period by collateral reading. Open to students who have completed Course 2.
Three hours throughout the year.

FRENCH 4—*French Prose Composition.* This course aims to give the student a better knowledge of writing and speaking French. Open to students who have completed Course 2.
Two hours throughout year.

FRENCH 5—*French Literature.* A study of Drama. The reading of such writers as Corneille, Racine, Moliere. Outline of the literature of this period.
Three hours throughout the year.

GERMAN

The method and purpose is the same as with French.

For a major in German take courses 2, 3 and 5. Students majoring in German are advised to take course 4 also.

For a minor in German take courses 2, and 3 or 5.

Those majoring in German will take one minor in Latin, Greek, French or Spanish.

GERMAN 1—*Elementary German.* This course embraces a thorough knowledge of pronunciation, forms, and elements of German Grammar. Text used is "Kayser and Montessers' Foundation of German." The reading of easy prose. "Sturm's Immensee" is read during last term. Conversation used whenever possible.

Five hours throughout the year.

GERMAN 2—*Intermediate German.* The reading of easy classics and conversation.

Three hours throughout the year.

GERMAN 3—*German Short Story.* Reading of such authors as Eichendorf, Sturm, Ludwig. Some more advanced prose work.

Three hours throughout the year.

GERMAN 4—*German Composition.* Writing of short exercises into German. Conversation. Dictation. Open to students who have completed Course 2.

GERMAN 5—*German in Eighteenth Century.* Reading of Goethe, Lessing and Schiller.

Three hours throughout the year.

GREEK

To major in Greek take courses 2, 3, and 4.

For a minor in Greek take courses 2, and 3 or 4.

Those majoring in Greek will take a minor in Latin, English, French or German.

The aim of the Department of Greek is to acquire able reading knowledge of the language and an appreciative conception of ancient thought and literature.

The Grammar and Composition are continued throughout the entire course. In order to encourage independent thought and research in the field of literature, works relating to the author and subject under study are encouraged.

GREEK I—*Essentials of Grammar.* In this course special attention is given to mastery of forms, pronunciation, accent and general fundamentals of grammar. Xenophon's Anabasis, Book I and Prose Composition once a week during the spring.

Five hours per week throughout the year.

GREEK 2—*History.* Xenophon's Anabasis. Books II-IV. Grammar and prose composition continued. This course is designed for those who have spent one year in the completion of Course I. Select Orations of Lysias.

Three hours per week throughout the year.

GREEK 3-A—*Epic Poetry.* Selections from Homer's Iliad and Odyssey. Studies and papers on the legends and epic literature of Greece.

Three hours per week for first semester.

Prerequisite, Greek II.

GREEK 3-B—Plato's Apology and Crito: collateral work on the Socratic method and philosophy.

Three hours per week for second semester.

Prerequisite, Greek II.

GREEK 4—*Oratory and History.* Demosthenes: On the Crown; Phillipics. Selections from Herodotus and Thucydides.

Research work and papers required.

Three hours per week throughout the year.

Prerequisite, Greek 3-A or 3-B.

GREEK 5—*Introduction to Greek Tragedy.* Euripides; Alcestis; Sophocles; Antigone; or an equivalent; Aeschylus; Prometheus Bound. Collateral work on the Greek drama.

Three hours a week throughout the year.

Prerequisite, Greek 3.

GREEK 6—*New Testament Greek and Exegesis.* The gospels and the Johannine Epistles are studied. The peculiarities of the text, vocabulary and syntax receive careful attention.

Textbooks—Greek New Testament and Robertson's Grammar of the Greek New Testament.

Three hours a week throughout the year.

Prerequisite, Greek 2.

GREEK 7—*Classical Theatre and Drama.* Lectures and papers on their origin, development and influence. Textbook used.

GREEK 8—*Greek and Roman Civilization.* A genetic and comparative study dealing with the principal phases of its influence upon modern life. Method of pursuit to be determined by the teacher.

Greek 7 and 8 are especially offered for those who have no reading knowledge of the classical languages.

Two hours a week throughout the year.

HISTORY, POLITICAL SCIENCE AND ECONOMICS

Major, 28 semester or 42 trimester hours. Minor, 18 semester or 27 trimester hours. Basic courses, 1, 2, or 3 must be taken before registration is allowed in advanced courses.

Courses in History

COURSE 1—A study of the foundation and development of Modern Europe from the 15th century to the present time. An analysis of the period, dealing with the rise of national states, dynastic and colonial rivalries, and the struggles for constitutional rights. Particular attention is given to the economic, political, and social forces of the period, with a study of the French and other revolutionary movements, the Napoleonic wars and the 19th century. Also a survey of the international situation preceding the World War and a brief review of the issues and results of that war. This course is a prerequisite for the advanced History courses.

Three hours a week throughout the year.

COURSE 2—*Political History of England.* The larger social, economic, and religious movements down to 1688 are studied during the first semester, while the second semester is devoted to a study of colonial and imperial development to the present time. Political and social phases are emphasized in tracing the evolution of this great democracy.

Three hours a week throughout the year.

COURSE 3—*History of the United States.* The colonial period, the French War and the Revolution, the genesis of the Federal Constitution, and the development under the Constitution down to 1815 is given during the first semester. This includes a study of the European background of American history, the development of the social, economic, and political forces in the colonies, and the development of self-determination in government leading to national consciousness. The second semester is given to a study of the period since 1815, featuring the rise and growth of political parties, the struggle between liberal and reactionary forces in American life, Civil War and Reconstruction, the rise of the United States as a world power, and American policies during and since the World War.

Three hours. Not given 1924-1925.

COURSE 11—*Bourbon, France, and the Revolution.* European consolidation and colonial expansion. First semester, 1600-1789. Second semester, 1789-1848. The political and social history covering the great age of the French monarchy under Richelieu

and Louis XIV, its decline during the 18th century, the causes leading to the French Revolution, the chief events of the Revolution, the Napoleonic era, the Reconstruction of Europe at the Congress of Vienna, the conservative reaction under Metternich, and the revolutions of 1830 and 1848.

Three hours a week throughout the year.

COURSE 12—The rise and development of the Ottoman Empire and the rise of the Balkan States. The decline of the Turkish Empire incidental to its despoilation by Russia and Austria during the 18th and 19th centuries, and the importance of Southeastern Europe in determining world policies.

Two hours. Not given 1924-1925.

COURSE 14—*The History of Europe,* 1848-1924. The period of national consolidation and world-wide expansion, the formation of alliances, the Balkan Wars and the Great War; peace problems.

Two hours. Not given 1924-1925.

COURSE 21. *Constitutional History of Great Britain.* Institutional origins and modern constitutional practice. A study of the development of the political institutions of England from the Anglo-Saxon period to modern times. The growth of Parliament, the evolution of the Cabinet, and the prerogatives of the sovereign are emphasized. The organization of political parties, their history and relation to the English democracy is also carefully considered.

Three hours a week throughout the year.

COURSE 22. *Social and Economic History of England,* 1832 *to the Present.* The great social reform era since 1832, which furnished a background for the social legislation of England and other countries since then. Social reconstruction, labor legislation, the Irish problem, Chartism, the new era in expansion, party controversies, etc., are studied.

Two hours. Not given in 1924-1925.

COURSE 31—*The South before the Civil War, the Civil War, and the Reconstruction.* Social distinctions, the cotton kingdom, the black belt, plantation life, treatment of slaves, underground railway, the planter class, slavery and the Church, leadership of Southern statesmen in national affairs, the eve of secession, threatening of war, the Civil War in the light of forces that tended to hasten or obstruct the clash of arms, and reorganization and readjustment up to 1880.

Two hours a week throughout the year.

Courses in Political Science

COURSE 1.—*American National Government.* A study of the principles and structure of American government. Emphasis upon its actual workings and upon current problems. Historical development, organization, powers, limitations, of the government, and treatment of sovereignty, citizenship and nationality, electorate, and governmental powers.

Two hours a week throughout the year.

COURSE 11—*American Constitutional Law, the Police Power, and the Law of Labor.* Judicial interpretation of the Constitution by the case method, relation of state and national governments, control of Interstate Commerce, protection of civil and political rights (due process of law), impairment of contracts, nature of police power, legislation concerning public health, order, and safety, constitutionality of labor legislations; control of combinations of capital, regulation of public service companies, etc. Deals with practical problems of citizenship that every citizen ought to know.

Two or three hours. Not given 1924-1925.

Courses in Economics

COURSE 1—The fundamental principles of economics, and their application in the interpretation of industrial conditions. An analysis of productive forces, exchange from the angles of value, money, banking; principles of distribution determining wages, interest, rent, and profit; rational consumption, luxury, taxation. Current social policies aiming at economic reform.

LATIN

The object of the Freshman year is to learn to read Latin with ease. After that emphasis is given to Roman literature, Philosophy, and Roman life.

For a major in Latin take courses 1, 2, and nine hours additional.

For a minor in Latin take course 1 and nine hours additional.

Those majoring in Latin will take one minor in English, Greek, French, or German.

LATIN 1—*Literature.* Cicero's De Senectute and De Amacitia; Livy, Books XXI and XXII; Tacitus' Germania and Agricola. Prose composition once a week.

Five hours throughout the year.

LATIN 2—Literature. Horace's Odes and Epodes; Terence, selected plays; Juvenal's Satires.
Three hours throughout the year.

LATIN 3—*Roman Private Life.* Lectures on Roman Private Life, with collateral reading in Latin from Pliny's Letters and other sources. Also extensive library reading, with frequent reports and papers on assigned subjects.
Three hours throughout the year.

MATHEMATICS

A minor in Mathematics includes courses 2, 3, 4 and 5. If a student has not had solid geometry he will be expected to take course 1. It is the expectation of the College to offer a major in Mathematics later and anyone wishing to major in this field may start now with reasonable assurance of more work added as he gets to it.

MATHEMATICS 1—*Arithmetic.* An advanced course in arithmetic from a teacher's standpoint. A thorough review of the more difficult parts of arithmetic together with the philosophy of the subject. A course especially for teachers preparing for the Advanced Certificate.
Three semester hours.

MATHEMATICS 2—*Solid Geometry and Plane Trigonometry.* Lines and planes in space, polyhedrons, cylinders, cones, and spheres, with numerous original exercises. Freshman year.
Five hours, first semester.

MATHEMATICS 2 (*a*)—*Plane and Spherical Trigonometry Continued.* An attempt is made to lay the foundation for further successful mathematical study. An introductory account of the theory of logarithms and preliminary practice of the use of logarithmic tables will be followed by a study of the theory of trigonometric functions and by application of the theory to the solution of the right and oblique plane triangle and of right and oblique spherical triangles. Text: Wentworth and Smith, Spherical Trigonometry.

(*b*)—*Algebra.* This course presupposes a thorough knowledge of elementary algebra. Chief topics—progressions, logarithms, variables and limits, permutations and combinations, determinants, general properties of equations, and complex numbers. Text: Wentworth's College Algebra.
Five hours second semester.

MATHEMATICS 3—*Analytic Geometry.* Loci, the straight line, circle, parabola, ellipse, hyperbola, and higher plane curves.
Five hours, first and second semester.

MATHEMATICS 4—*Calculus.* Elements of calculus, including differentiation, integration, maxima and minima, plane curves, areas, and applications to mechanics and astronomy.
Five hours, first and second semester.

MATHEMATICS 6—*Surveying.* Recitations supplemented by lectures and field practice with the compass, transit, level, and other surveying instruments. Attention is given to the best of keeping field notes of surveys, writing descriptions, plotting, computing, and proving work.
Five hours, one semester.

MATHEMATICS 7—*Astronomy.* The principles of astronomy are considered as far as possible without mathematics. Especial attention is paid to the application of physical principles and laws to astronomical reasoning. Much observation of the heavens with and without instruments. The course is cultural rather than technical in its nature. Prerequisites, Physics I and Trigonometry.
Three hours, one semester.

EDUCATION

This department presents several courses in the field of Education in keeping with the most modern and scientific studies in the interest of education.

Students taking the College Elementary Certificate should enroll in Introductory Psychology and Elementary Education. Those taking the Advanced Certificate must take in addition the course in Practice Teaching. For the various high school certificates the students must select the proper number of hours under the advice of the head of the department.

Students majoring in Education for the A.B. degree must take at least twenty-four hours under the advice of the department. For a minor in Education take at least fifteen hours under the advice of the head of the department.

INTRODUCTORY PSYCHOLOGY—This course is a first course for students in Psychology and Education. It deals with the foundations of psychic life and the fundamental bases of the learning process. Text book, collateral readings, and lectures.
Three hours a week, first semester.

EDUCATIONAL PSYCHOLOGY—This course presupposes the passing of Introductory Psychology. It deals with the various phychological processes in education and life in the light of the best litera-

ture in text books, research studies, and educational periodicals. Text books, collateral reading, and lectures.

Three days a week, second semester.

Elementary Education—This course deals with the problems of elementary education as revealed in the study of the curriculum, methods of teaching, school room management, play, and community spirit. This course is required of those taking the College Elementary Certificate or the Advanced Certificate. Text books, collateral readings, and lectures.

Two hours throughout the year.

Principles of Secondary Education—This course deals with such High School problems as curricula, adolescent psychology, vocational guidance, correlation, irregular and exceptional students. Text book, collateral reading, and lectures.

Three hours, first semester.

Teaching High School Subjects—This course presents the theory of teaching together with special study of methods in presenting different High School subjects. Frequent observations will be made of teaching in the Academy. Text book, collateral reading, lectures.

Three hours, second semester.

Mental Tests and Measurements—This course presents briefly the history of mental tests, sifts out the fundamental facts, studies the methods and results of the most successful experiments in the field, and makes demonstration and further study. Text books, collateral reading, and lectures.

Two hours a week throughout the year.

Practice Teaching—This course requires fifty hours of participation and practice teaching together with a number of conferences with the practice teachers and professors in charge. Students taking the Advanced Certificate will do their practice teaching in the grades. Those taking High School certificates will do their practice teaching in the Academy. Readings, lectures, and conferences.

Three hours a week, first semester.

Modern Educational Problems—In this course there is presented a group of modern educational problems which are in more or less of an experimental stage. They are given to provoke creative interest as well as to get information. The group of problems may vary from time to time. Short studies, collateral readings, lectures.

Three hours a week, second semester.

Public School Administration—This course offers studies in all phases of school administration in a brief survey of the work of the public schools. Such problems as selecting teachers, professional ethics, finance, budgeting, community cooperation, dis-

cipline, supervised study, home study, moral responsibilities, school spirit, standardization and correlations of work. Text books, collateral reading, lectures.

Two hours a week throughout the year.

History of Education—This course takes a rapid review of Greek, Roman, and Mediæval education and begins more intensively with the Renaissance and the Reformation. Due emphasis is given to educational movements, special types of schools, methods, great leaders, and the effects upon community and national life. Text-book, assigned readings, and lectures. Any student selecting this course should have had Ancient, Mediæval, and Modern European History. Prerequisite: General Psychology.

Three hours a week, first half year.

Philosophy of Education. In this course an effort is made to get the relation of the educational process to biology, psychology, and social well-being of the individual and the race. Educational theory and curricula are critically studied, also the social aspects of past and present educational practices. Prerequisite: General Psychology.

Two hours a week, second half year.

PHILOSOPHY

It is the design of these courses to connect the student with his real world. Professor Royce wisely wrote that one philosophizes when he tries to understand his world. It is the part of a philosopher to treat life seriously and to feel for the truth sympathetically. The Christian philosopher endeavors to construct a system of logical interpretation based upon the experience of the race in its endeavor to become better. The fundamentals of Christianity are kept in mind and due respect for its contribution to the uplift of the world is maintained.

Those majoring in Philosophy will take courses 1, 2, 3, 4, 5 and nine hours to be elected.

For a minor in Philosophy take courses 1, 2, 3 and nine hours to be elected.

Those majoring in Philosophy will take one minor in History or English.

In no case will any student be enrolled in Philosophy in his Freshman year, and all students are advised to put it off until the Junior year if possible.

PHILOSOPHY 1—*General Psychology.* A comparative study of two leading text-books on psychology. The work of the first half of the term is concerned largely with the physiological side of psychology, and gives special emphasis to consciousness and the nervous system. The second half is given to the study of mental activity, such as retention, disposition, habit, instinct, association, recall, cognition, perception, memory, reasoning, emotion, and will. Text-books: Pillsbury and James.

Daily, Fall Term.

PHILOSOPHY 2—*Logic.* A study of the purposes, laws, and limitations of human reasoning, whether deductive or inductive. The course is made as practical as possible. Text: Creighton's Introductory Logic.

Daily, Winter Term.

PHILOSOPHY 3—*Ethics.* A critical study of the foundation of moral obligations. The course is designed to give philosophic insight and to build moral character. Moral laws are applied to practical life and correlated with Christian ethics. Comparative study of two standard texts. Lectures.

Daily, Spring Term.

PHILOSOPHY 4—*History of Ancient and Medieval Philosophy.* A careful survey of philosophic thought from the early Greeks to the Renaissance. The aim of this course is not so much to master the details of each philosopher as to grasp the fundamental of each school and note the effects upon succeeding philosophies and sciences. Text-book, much collateral reading, and lectures.

Open to Juniors and Seniors.

Three hours, first half year.

PHILOSOPHY 5—*History of Modern Philosophy.* Beginning with Descartes and Bacon, the development of philosophic thought and its relation to national ideals are carefully studied. This study should throw substantial light upon the background of modern social, religious, educational, and governmental problems.

Open to Juniors and Seniors.

Three hours, second half year.

PHILOSOPHY 7—*Social Psychology.* A study of social instincts and their relation to organized society. Crowd psychology, the mob, fashion, excursions, behaviour under excitement, under crises both personal and national, the public press, propaganda,

and some attention will be given to the psychology of religious experience.

Open to students who have had General Psychology.

Three hours, second half year.

PHILOSOPHY 8—*Philosophic Foundations of Christian Theology.* The first part of the course makes an inquiry into the theistic conception of the world with the thought of establishing that view as a necessary postulate of reason and of human life. The second part of the course offers a philosophic study of the fact and the sense of sin, the incarnation, atonement, miracles, redemption from sin, immortality, etc. The effects of these doctrines will be traced in civilization, and modern problems will be viewed in the light of what Christianity offers as a solution.

Open to Juniors and Seniors.

Three hours throughout the year.

SCIENCE

Every student should have in high school or college at least one good course, with extensive laboratory work, in Physics, Chemistry, and Biology.

For a major in Science take courses 1, 2, 3, 4, and 5.

For a minor take courses 1 and 2, or 3 and 4, and one other.

Those majoring in Science will take one minor in Mathematics.

SCIENCE 1—*Geography.* Theacher's course. A course in fundamental principles designed especially for teachers pursuing the Advanced Certificate, with two years of College work.

Two semester hours.

SCIENCE 2—*Health and Hygiene.* A course in the laws of health as regards the work of the teacher for the betterment of the health of the pupils and the community at large, as an introduction to a course in psychology; emphasis on practical or health aspects. Given by text book and lectures. Required in the Advanced Certificate course.

Three semester hours.

SCIENCE 3—*General Physics.* This is a first course in College Physics and may be taken by students who have not had higher mathematics. It takes up the general properties of matter, wave motion, sound, heat, electricity, magnetism, and light.

Five hours throughout the year.

SCIENCE 4—*Advanced General Physics.* This course aims at delicate precision in the various mathematical problems in the

study of mechanics, heat, light, sound, electricity and magnetism. Prerequisites, Physics 1 and Mathematics 2, 3, 4, and 5.

Three hours throughout the year.

SCIENCE 5—*General Inorganic Chemistry.* This course includes lectures, recitation and laboratory work. The mentals and metalloids, together with their more important compounds, are studied. The mentals or base-forming elements are given special attention. In the laboratory the student becomes familiar with apparatus and methods of work. More elaborate experiments to illustrate lectures are performed by the instructor. Two to three hours in class and four to six in laboratory weekly to count as a five-hour course.

SCIENCE 6—*Analytical Chemistry.* (a) Qualitative Analysis. This course comprises the study of behavior of the bases and the acids toward the common reagents, by actually testing each. With the knowledge thus gained the student learns to separate metals and acids into groups and to isolate each. Lectures and recitations will be devoted to discussions of reactions and the study of theories of "solution," "precipitation," "chemical equilibrium," etc.

(b) Quantitative Analysis. This course takes up the quantitative determinations of various basis and acids, moisture of simple compounds, salts, ores, etc. Determinations are gravimetric in the beginning and later volumetric methods will be used. Standard solutions are made by the student himself and tested as to their correctness.

By analyzing twenty "unknown substances," the student fixes the facts in his mind and shows how accurate his knowledge is. The textbook used is McGregory's Manual of Qualitative Chemical Analysis. Laboratory and lectures six hours a week throughout the year. Course 3 in Inorganic Chemistry, or equivalent is a prerequisite for this course.

Three hours throughout the year.

SCIENCE 7—*General Zoology.* Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amoeba, peramoecium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two or three two-hour laboratory periods a week.

Five hours throughout the year.

SCIENCE 8—*Comparative Vertebrate Anatomy.* A study of selected vertebrate types from Amphioxus to the mammals. The

form and development of the different systems of organs are considered in detail. This course is an excellent preparation for the work in human anatomy or for teaching. This course and Science 5 make a good year's course in Biology. Required of medical students. Elective in the College. Recitations two hours, laboratory four hours.

Four hours throughout the year.

SCIENCE 9—*General Histology.* A course in histological, including the processes of fixing, imbeding, staining, technic sectioning and mounting different kinds of tissues. This course also includes an elementary study of the various organ tissues. Elective in the College. Recitations two hours, laboratory four hours.

Prerequisite: At least seven term hours of Biology.

Biology and Disease. This course consists of recitations and lectures on the cause and means of preventing communicable diseases. It aims to give the facts which every person should know concerning tuberculosis, typhoid fever, diphtheria, yellow fever, and other diseases caused by bacteria or protozoa. Elective in the College and Senior Academy year.

Botany. A study of the biology, morphology, and classification of typical plants selected from the different groups. Recitations two hours, laboratory four hours.

Four hours throughout the year.

SCIENCE 10—*Organic Chemistry.* A prerequisite for this course is course 3 in Inorganic Chemistry, or its equivalent. In this course the structure of carbon compounds, deduction of formulas, occurrence, properties, uses, identification, and laboratory practice in their preparation.

Six hours a week throughout the course of a half year are required for laboratory and lectures. The textbook is Perkin and Kipping's Organic Chemistry.

HOUSEHOLD ARTS

HOME ECONOMICS I—*Foods and Cookery.* The classes of foods, their use, food values, and cost; principles of selection, marketing, and manufacture of foods, food combinations; laboratory practice in preparation of foods. Three two-hour periods a week, first half year.

HOME ECONOMICS II—*Textiles and Clothing.* Materials suitable for various uses in the home and in clothing; drafting of patterns; samplers; hand and machine sewing; garment making. Three two-hour periods a week, second half year.

Normal School

The Normal School is planned to meet the requirements of the State law as an approved Normal School whose graduates upon the completion of certain courses may be granted by the State certificates to teach, in the same manner that graduates from the State Normals receive certificates.

EQUIPMENT

The entire equipment of the College is open to use by the Normal School. This equipment includes good laboratories in Physics, Chemistry, Biology, Domestic Science and Art. Agricultural plots, the Conservatory of Music, Expression, Typewriting, Library, a Training School, New Gymnasium and Athletic Field.

TRAINING SCHOOL.

Union College has made arrangements with the Barbourville City Schools to use the grades for a training school. Our own Academy is used as a training school for High School Certificate Courses. The College helps to select the teachers for the training school. Normal students do observation and practice teaching in the training school.

FACULTY

The Faculty is made up of trained specialists in every department, from the critic teachers in the training school to the head of the Normal School.

SCHEDULE

Since many of the Normal students come after their schools close in January the schedule for the Normal courses will be adjusted to the needs of the students. Some studies will be repeated each term if necessary. Some studies may be taken together with the regular Academy students while others will be run for Normal students only. However, a good student may finish the regular Academy course and the Elementary Normal courses in the time that the average student takes for the Academy alone.

NORMAL SCHOOL LAW

The State Department of Education is authorized to issue the following certificates with their several requirements and privileges as set forth in the law:

Provisional Elementary Certificate of second class, valid for two years in any elementary school of the state, given on the completion of four units of prescribed work, two of which must be earned during an eighteen week continuous residence at the institution, the remaining two to be completed during summer sessions at the institution or equivalent credit to be accepted from standard high schools of the state.

Provisional Elementary Certificate of first class, valid for two years in any elementary school of the state, given on the completion of eight units of prescribed and elective work; four of which must be earned during two full semesters' residence at the institution, the remaining four to be completed during summer sessions or accepted from accredited institutions of secondary rank.

Standard Elementary Certificate, valid for three years in any elementary school of the state, given on the completion of sixteen units of prescribed and elective work; four of which must be earned in residence during two semesters' residence at the institution, the remaining twelve to be completed at this institution during regular sessions or accepted from other accredited secondary institutions.

College Elementary Certificate, valid for two years in any elementary school in the state, given on the completion of thirty-two semester hours' work in the college field; sixteen of which must be completed during one full semester's attendance at the institution, the remainder to be completed at this institution during regular or summer sessions or accepted from other accredited junior or senior colleges.

Advanced Certificate, valid for three years and renewable for life after three years' successful teaching in any elementary school or high school, given on the completion of sixty-four semester hours of prescribed and elective work, thirty-two of which must be made during two full semesters' residence, the remainder to be completed at the institution during regular or summer sessions or accepted from other accredited junior or senior colleges.

REGULATIONS FOR ELEMENTARY CERTIFICATE COURSES

Standard High School Teachers' Licenses. (a) A standard high school teachers' license of "first issue," valid for three (3) years and eligible, on or before the date of its expiration, to be exchanged for a standard high school teachers' license of "second issue," provided the holder has satisfied the requirements for same, shall be issued by the State Board of Examiners to any applicant who submits with his application for a high school teachers' license a certified transcript of college credits showing graduation from a standard senior college or normal school, including at least nine (9) semester hours of education.

(b) A standard high school teachers' license of "second issue," valid for life, shall be issued to any applicant who submits with his application for same a standard high school teachers' license of "first issue" and a certified transcript of college credit showing at least twenty-four (24) hours of education.

Provisional High School Teachers' Licenses. (a) A provisional high school teachers' license of "first issue," valid for three (3) years and eligible, on or before the date of its expiration, to be exchanged for either a provisional high school teachers' license of "second issue" or any issue of standard high school teachers' license, provided the holder has satisfied the requirements for same, shall be issued by the State Board of Examiners to any applicant who submits with his application for a high school teachers' license a certified transcript of college credits showing graduation from an accredited junior college, including at least nine (9) semester hours of education.

(b) A provisional high school teachers' license of "second issue," valid for three (3) years, shall be issued by the State Board of Examiners to any applicant who submits with his application for a high school teachers' license a certified transcript of college credits showing senior standing in a standard senior college or normal school, including eighteen (18) semester hours of education.

Validity of High School Licenses. Any standard or provisional high school teachers' license shall be evidence of qualifications to teach in any public school in the state, the seventh and eighth grades included.

REPORT OF COMMITTEE ON SECONDARY NORMAL SCHOOL COURSES

That the sixteen-unit course of study for secondary normal schools should be a four-year course.

That the standard load assigned to students shall be four subjects, meeting five hours per week, for which two units of credit is allowed for each semester, and a maximum of five hours of drill work is required, with no preparation outside of class, for which one-fourth unit of credit per semester should be given. The maximum load allowed shall be five subjects with drills, five hours per week, as stated above, provided credit in advance of two units per semester is conditioned upon students making a mark of C or above in all subjects taken.

That the standard class period shall be fifty minutes in the clear.

That admission from the eighth grade shall be upon the same basis as is customary in admitting into standard high schools.

That students from non-accredited high schools shall be admitted either upon examination or upon trial in classes for such length of time as to indicate student's ability.

That no practice teaching be required of applicants for the four or eight-unit certificate, but that fifty hours of practice teaching be required of students wishing to take out the sixteen-unit certificate.

The two units of credit that must be earned in residence by students taking out the four unit-certificate shall include Rural School Management and such other elementary school subjects as may be selected by the dean. It is recommended that Reading and Arithmetic of these elementary subjects, shall be given precedence.

That the four units of credit required, to be made in residence by the applicant for the eight-unit certificate, shall include Rural School Management, Methods and Observation, and such elementary school sujects as may be agreed upon by the dean.

That the four units required in residence by those applying for the sixteen-unit certificate shall include the courses specified above, and, in addition, the courses in Observation and Practice Teaching.

COURSE FOR THE PROVISIONAL ELEMENTARY CERTIFICATE OF THE SECOND CLASS

One Year—Four Units

English Composition	1 unit
Arithmetic	½ unit
Geography	½ unit
Reading	½ unit
Civics	½ unit
Physiology	½ unit
Rural School Management	½ unit

Drills.

COURSE FOR THE PROVISIONAL ELEMENTARY CERTIFICATE OF THE FIRST CLASS

Two Years—Eight Units

In Addition to the One-Year Course

English Literature	½ unit
Algebra	1 unit
Advanced Arithmetic	½ unit
General Science	1 unit
Observation and Methods	½ unit
American History	½ unit

Drills.

COURSE FOR THE STANDARD ELEMENTARY CERTIFICATE

Four Years—Sixteen Units

In Addition to the Two-Year Course

English Literature	½ unit
Grammar	½ unit
Composition and Rhetoric	½ unit
Geometry	1 unit
American History	½ unit
European History	1 unit
Rural Life	½ unit
Observation and Practice Teaching	½ unit
Domestic Science or Manual Training	½ unit
Biology	1 unit
Elective	1½ unit

Drills.

COLLEGE ELEMENTARY CERTIFICATE

One Year of College Work

English Composition	6 semester hours
Mathematics and Science	6 semester hours
Modern History	6 semester hours
Education	8 semester hours
Electives	6 semester hours

ADVANCED CERTIFICATE

Two Years of College Work

In Addition to the One-Year Course

English	3 semester hours
Social Science	3 semester hours
Education (Elective)	3 semester hours
Practice Teaching	3 semester hours
Health and Hygiene	3 semester hours
Teachers Geography	2 semester hours
Electives	15 semester hours

PROVISIONAL HIGH SCHOOL LICENSE

For the Provisional High School Licenses take the proper amount of college hours and the designated number of hours in Education, according to the law stated above.

Academy

PURPOSE

The Academy is designed to prepare students for colleges or technical schools; to give teachers the high school work required by the new law in Kentucky, and to broaden the eduction of those taking up business and home life.

SCOPE OF INSTRUCTION

The Academic Course is four years in length and covers a regular high school course. The course is uniform for the first two years.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific, professional or vocational life as he sees fit.

Our Academy is in Class A of the accredited list of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

ENTRANCE

Those finishing the Sub-Academic and those presenting a common school diploma, or a certificate of promotion from a good graded school or high school, or a teacher's license will be admitted to the Academy without examination. A statement from the principal of a private school may or may not be accepted. Those who have completed the grade work except a few branches may take enough in the Academy to make a full course, provided they are prepared to take the Academic work. Other

applicants will be subject to examination in the common school branches.

Students will be kept, as nearly as possible, regular in the course.

ADVANCED STANDING

Advanced standing will be given students presenting credits from good secondary schools and to students passing examinations on work done for which credits are not presented.

GRADUATION

An Academic Diploma will be granted students completing the Academic Course. Students completing the course except one subject for one year or equivalent will be graduated with their class on the condition that they return and finish the subject the Freshman Collegiate year and receive the diploma when the work is finished.

ACADEMY CURRICULUM

Freshman

FIRST SEMESTER		SECOND SEMESTER	
English	5	English	5
Arithmetic	5	Alegbra	5
Geography or Domestic Science	5	Physiology and Hygiene or Domestic Science	5
Ancient and Mediæval History	5	Ancient and Mediæval History	5
Bible	2	Bible	2

Sophomore

English	5	English	5
Algebra	5	Algebra	5
*Electives	10	Electives	10
Bible	2	Bible	2

Junior

English	5	English	5
Geometry	5	Geometry	5
†Electives	10	Electives	10
Bible	2	Bible	2

Senior

English	5	English	5
Biology	5	Biology	5
†Electives	10	Electives	10
Bible	2	Bible	2

*Two electives may be chosen from Beginning Latin, General Science, and Modern History. Those who elect Beginning Latin will be expected to take two years of Latin.

†Electives may be chosen in Latin, Solid Geometry, History, Education, Domestic Science, or any other creditable work of High School grade.

Academy and Normal Departments of Instruction

EDUCATION

RURAL SCHOOL MANAGEMENT—A study of the school as an organism; from the viewpoint of the superintendent and the teacher, with an extensive reading course. Text discussion. Required from the Provisional Elementary Certificate of the second class.

One semester, daily. One-half unit.

OBSERVATION AND METHODS—This is a course in directed observation and general methods. Observation two lessons a week, under critic teachers, trained in their special departments, and three lessons a week in general methods from text book. Lectures and discussions.

One-half unit.

RURAL LIFE—This course is intended to give the student an understanding of the rural society and of the progressive movements for social betterment. The causes which effect the life of society, social evolution, social control, and the relation of Christianity to the great social problems.

One-half unit.

OBSERVATION AND PRACTICE TEACHING—This course is required of students for the Standard Elementary Certificate, and elective for high school students. Five lessons a week under the direction of a critic teacher.

One semester, daily. One-half unit.

Psychology 1. Psychology is the foundation of all studies in education. This is an elementary course dealing with the simpler foundation principles of the nervous system as observed in original responses to stimuli and in its modifiability under environment. Text-book and class discussions.

First semester. One-half unit.

Psychology 2. A special study of childhood and adolescent Psychology as it pertains to the problems of the schoolroom and other points of interest to the educator. Text-book, lectures and discussions.

Second semester. One-half unit.

ENGLISH

The aim of this department is to give the student such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and æsthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ENGLISH I—*Semester* 1. *English Grammar.* This course is planned to give those who expect to teach, a fuller and more definite knowledge of the structure of their own language. Supplementary texts are used; all phases of the subject are studied; particular attention is given to sentence structure and to punctuation which is so necessary a part of clearness in sentence structure and analysis. Short themes are required with sufficient frequency to train the student in applying his knowledge of grammar to the written expression of his own thought. Collateral reading of easy literature is required.

Semester 2—Lewis and Hosic's Practical English or its equivalent is the text used. Frequent themes, both oral and written, are continued; special attention is given to letter writing; business situations are developed, and friendly letters written. Much time is spent in oral reading, with training in the principles of correct breathing, tone production, enunciation, pronunciation, thought interpretation, word study is begun. The material for this work and for collateral reading will be chosen from the following literature or its equivalent:

ENGLISH II—*Semester* 1. Lewis and Hosic completed covering fundamentals of clear, forceful, and interesting expression of the student's own experiences, thoughts and feelings. Oral and written composition are continued at frequent intervals throughout the course.

Semester 2. Work of Semester I is continued with addition of elementary principles of argument, oral arguments frequently taking the form of debates. The literature for both class study and collateral reading for the year will be chosen from the following list or its equivalent: "Silas Marner," "Ancient Mariner," "Tanglewood Tales," current fiction in short story or novel, "Man Without a Country," selections from the "Iliad and Odyssey," "Travels with a Donkey," "Vision of Sir Launfal," "Tales of Wayside Inn," "Snow-Bound," "Enoch Arden," selections from current poetry, biography, and one play from Shakespeare.

Five hours throughout the year.

ENGLISH III—Law's "English for Intermediate Use" is the basis of theory and practice during this year. All forms of composition, both oral and written, are reviewed, and perfected with special attention to making the students' written work attractive. Simple fundamentals of Journalism are taught. Vocabulary study continued. Literature for the year is chosen from the following list or its equivalent: "Cranford," "Sir Roger de Coverly," "House of Seven Gables," "Mariners in the Wilderness," "Idylls of the King," one play from Shakespeare, one volume of easy informal essays, current fiction, biography, magazine reports, one novel from Dickens, Eliot, Cooper, Stevenson, Kipling, etc. "A High School History of American Literature" will accompany the year's work.

Five hours throughout the year.

ENGLISH IV—Principles of argumentation and debate are studied with abundant practice. Brooks—Book II, or its equivalent, is the text. Washington's "Farewell Address" is studied, briefed, and its present day values fully discussed. The study of the technique of one-act plays, the reading of plays with classroom acting form part of this semester's work. The technique of the short story and the informal essay are studied with many examples read and discussed. Carlyle's "Essay on Burns" is thoroughly studied and discussed. One play from Shakespeare and a volume of current poetry with collateral reading, many themes, essays and others constitute the work of the year. Bate's "History of English Literature" accompanies the work of both semesters.

Five hours throughout the year.

MATHEMATICS

ARITHMETIC I. This course embraces a review of the more important principles of Arithmetic: Common Fractions, Decimal Fractions, Percentage, Drills, Standard Tests, outside work; measuring lumber, land, capacity of bins and cisterns, painting, pav-

ing, flooring, papering and the beginning of ratio and proportion, involution and evolution, carefully explained. A good modern text is used.

One semester, daily. One-half unit.

ARITHMETIC II—*Advanced Arithmetic.* This course is intended for teachers, and consists of a continuation of the work as outlined for the first course, but the more difficult phases of the subject will be dealt with in fuller detail. The principles of teaching and presenting the subject matter will be one of the strong features of this course; in addition, heavy subject matter dealing with difficult principles and knotty problems will be required. Mastering of the subject of Arithmetic is expected of those who finish this course. A modern text, supplemented by outside work and other books.

One semester, daily. One-half unit.

Algebra. This course includes Negative Algebraic Expressions, Addition, Subtraction, Multiplication and Division, also Simple Equation with one unknown quantity. Special Products and Quotients, Factors and Fractions.

Second semester, daily. One-half unit.

MATHEMATICS II (*a*)—*Algebra.* This course comprehends a rapid review of previous work, also Factors, Fractions, Fractional Equation, Simple Equations, Simultaneous Rates, Proportions and Variation. Wentworth and Smith, Academic Algebra.

First semester, daily. One-half unit.

(*b*) *Algebra.* Continuation of course (*a*). Simple Equations, Graphs, Powers, Roots, Quadratic Equations, Simultaneous Quadratic Equasions, Powers and Roots, Progression, Binominal Theorem, Logarithms. Wentworth and Smith, Chapters XVIII-XXII.

Second semester. One-half unit.

MATHEMATICS III (*a*)—*Geometry,* Book I. Much attention is given to the solution of problems designed to train the student in logical thinking and the methods used discourage mere memorizing of propositions. Wentworth and Smith. Fall Term, daily. One-half unit.

(*b*) *Geometry,* Books III and IV. Some attention given as above to practical and independent use of principles in Geometry and the application of the same to mechanical arts and surveying. Wentworth and Smith. Second semester, daily. One-half unit.

MATHEMATICS IV—*Solid Geometry.* The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text: Wentworth and Smith.

Five hours, first semester, daily.

LATIN

LATIN I—A study of the more elementary rules of Latin syntax with thorough drill on declensions and conjugations. Stress is laid upon proper pronunciation, English derivation, and the nature of Latin sentence structure. The more involved syntax of subjunctive, infinitive and indirect discourse.

Five hours per week throughout the year.

LATIN II—Cæsar's Gallic Commentaries, Books I-IV. Detailed attention given to the geographical, historical and political background of the narrative. Prose composition once a week throughout the year, and daily drill on syntax.

Five hours per week throughout the year.

LATIN III—The four orations against Catiline. Poet Archias and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Collateral reading on related subjects. Prose composition once a week throughout the year.

Five hours per week throughout the year.

LATIN IV—Virgil's Aeneid, Books I-IV, are read for the translation, story, mythology, scansion and literary merit.

Five hours per week throughout the year.

NATURAL SCIENCE

SCIENCE I—*Agriculture I.* This course is broad in its treatment, fundamental in significance, dealing in a general way with the soil, fertilizers, and manures, plants and plant propagation, field crops, insects and diseases and their control, domestic animals, their care and feeding, and the farm home. It is designed to prepare teachers for teaching agriculture in the rural schools of Kentucky, and is required for the Elementary Certificate. Text Book: Laboratory and Field Work.

First semester. One-half unit.

SCIENCE II—*Physiology and Hygiene.* This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. A good modern text, and supplementary reading.

First semester, daily. One-half unit.

SCIENCE III—*Botany.* The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the laboratory, including microscopic work. Each student is re-

quired to collect, press and neatly mount twenty-five flowers. Text: Coulter's Plant Life and Plant Uses and Hughes' Practical Experiments.

Spring Term, daily. One-third unit.

SCIENCE IV—*Geography.* A thorough course is given covering the principles of geography, a detailed study of North America, and a brief study of the other continents, emphasizing their economic development—concentration of industries, transportation, government, and governmental activities, embracing Human and Regional Geography. Method of preparation and presentation is given careful attention and is made a prominent part of the course.

First semester. One-half unit.

SCIENCE V—*Physical Geography.* Special emphasis is placed upon the formation and preservation of soil, the relation of forests to erosion and water supply, the laws governing weather conditions, and the relation of all these factors to human development.

Spring Term, daily. One-third unit.

SCIENCE VI—*General Science.* This course aims to furnish an introduction to the scientific study of the elementary sciences. The topics considered are those of general significance, as AIR—characteristics, temperature changes and seasons, humidity, structure, and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student, and some standard text.

One year, daily. One unit.

SCIENCE VII—*Agriculture II.* This course is for the more advanced students. A careful study is made of the principal farm crops of Kentucky, with special emphasis upon the problems of the southeastern Appalachian regions, and to teaching them in the one-room rural schools. Soils, soil fertility, field crops, farm management, vegetable gardening, landscape gardening, animal husbandry, poultry husbandry, rural health and sanitation, will be studied in this course. Text Book: Laboratory and Field Work.

Second semester. One-half unit.

SCIENCE VIII—*Nature Study.* One of the most interesting studies in the school curriculum is that of nature. In this course the student is taught to observe closely the things of nature round about him. Some of the most interesting features of the work will be early morning bird study, strolls over the campus and through the adjacent fields and woodlands. Special attention will be given to the study of birds, trees, flowers, fruits,

and insects, and a collection of specimens of various kinds will be made, labeled and mounted by each pupil.

One-half unit.

SCIENCE IX—*Biology*. This course consists of a course in botany, showing the relations between plants and animals. Also considers the diseases caused by bacteria and protozoa, and means of preventing communicable diseases. It aims to give facts which every person should know concerning tuberculosis, typhoid fever, cholera, diptheria, yellow fever, and other similar diseases.

This course prepares the student for a course in College Biology, Zoology, or Gross Anatomy.

Five hours throughout the year.

HISTORY AND CIVICS

HISTORY I—*American History* (*a*). This is a course in the fact history of our country. Its purposes are to give the student a general working knowledge of American History to the formation of the Union, to give enough method of history to enable a student to do good teaching of the subject in the rural schools, or to do advanced American History in any school.

One semester, daily. One-half unit.

American History continues the work of History (*a*), but it gives more attention to the Method of Teaching History. It takes up the chain method spoken of in the State course of study and develops the idea thoroughly, by considering such leading threads of history as: Slavery, the Tariff, Westward Expansion, the Spoils System and Civil Service Reform, the Banking System and Panics, Growth and Development of Political Parties. This course attempts to create an abiding interest in the affairs of the world. Therefore special attention is given to the Monroe Doctrine and American Foreign Relations, bringing out vividly America's part in the World War, and our part in the reconstruction of the world.

One semester, daily. One-half unit.

HISTORY III—*Kentucky History*. Gives a fuller and higher appreciation of the struggles and perseverance of the pioneers of Kentucky, their achievement, and worth to the state and nation, and Kentucky's part in making and preserving the nation. The full period from discovery to the present is covered carefully balancing the events so as to give each its due consideration. A good text with outside reading is required.

HISTORY IV—*Ancient and Mediæval*. A study of the ancient civilizations of Egypt, Babylonia and Assyria, Medo-Persia, Greece, and Rome. Then the institutions of the mediæval world

are studied, with special reference to the work of the Church. The decline of feudalism, the rise of modern business, and the beginnings of modern nations and institutions are studied down to about the middle of the 18th century.

Five hours a week.

History V—A history of Modern Europe beginning with the age of Louis XIV. The growth of science and learning, and the development of political, social, and economic institutions. The progress of nations, and an inquiry into the causes and effects of such important events as the French Revolution and the World War. Also a study of the growth and toleration and the extension of the Christian movement.

Five hours a week.

Civics—A study of community life and problems, and the relation of the individual to the community in which he lives. Americanism, Melting Pot, rural and city life, including the immigration question and its problems carefully considered. The government of Kentucky will also be studied. A modern text with collateral reading.

One semester, daily. One-half unit.

BIBLE

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this, the greatest of books, by the average man. A skeptical professor in one of the great American universities, after having failed to get an intelligible answer on some point of simple Biblical history indignantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is also fundamental to strong Christian character, and church schools should certainly give every student some good courses.

Bible I—*Old Testament History.* This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.

Two hours.

Bible II—*New Testament History.* This course deals with the early history of the Christian Church and its ideals and work as

recorded in the synoptic Gospels and the Acts. A general text is used as an organizing basis. Designed for Academy students, third year.

Two hours.

Bible III—*Introduction to Religious Education.* A study of principles and methods of religious education, especially in the Sunday school.

Open to Academy Seniors only.

Two hours.

HOME ECONOMICS

Home Economics I

1. *Hand Sewing*—Complete course in hand sewing, practice in fundamental stitches, including making of button-holes, hemming, hemstitching, etc., applied on models and simple hand-made articles such as towel, sewing bag and apron.

2. *Cookery*—Classification and composition of foods; food values; food combinations; measurements; cooking; laying of table and serving.

3. *Household Administration*—Discussion of terms, difference between house and home; location; surroundings and heating; house planning. (Necessity for proper amount of sunlight; ventilation; smoke, dust and dirt; drinking water; disposal of waste.) Materials used in construction of houses. Cost; public sanitation.

1. *Elementary Sewing*—Study of textile industry; study of sewing machines. Machine and hand sewing; drafting of patterns; cutting and making of undergarments; cost, durability and suitability of materials and trimmings. Comparison of home made and ready-made garments. Mending and darning.

2. *Cookery*—Continuation of Course I. Selection of food; cost, production and manufacture of foods; cooking and serving.

3. *Home Furnishings and Decoration*—Intensive study of various rooms of house with relation to other rooms, best coverings, wall colorings which will suggest cheer and brightness; furniture which is durable and appropriate, furnishings; simple curtains and draperies.

Five hours throughout the year.

1. *Sewing*—Study of materials suitable for school dress with general discussion on quality to look for, color comparisons, trimmings, etc. Making of simple wash school dresses and middy-suit.

2. *Cookery*—Preservation of foods; requirements of various groups; relation of cost to nutritive value; planning, cooking and serving of meals; invalid cookery; making of balanced menus for limited numbers.

3. *Household Administration*—Course of lectures dealing with proper distribution of income, budgets, labor saving devices; household accounts; scientific management of the home; care of the house; daily routine of household work.

Note—In clothing and dressmaking courses students provide all materials for garments and household articles, subject to approval of instructor.

Home Economics II—A.

1. *Dressmaking*—Intensive study of all textiles; history of costume; designing, drafting and cutting; making of wool dress; practice in selection of clothing; removal of stains.

2. *Home Cookery*—Classes of foods; uses; food values and cost; principles of selection; marketing and manufacturing of foods; food combinations; laboratory practice in preparation of foods; serving of meals.

3. *Household Administration*—Evolution of the house; history of the home; study of color combinations; effect of color and practical application in the home. Furnishing the home from a sanitary and artistic standpoint.

1. *Clothing and Sewing*—Color design and economy of dress; dress budget for year and other expenses; making of tailored waist and gingham dress; begin silk dresses.

2. *Home Cookery*—Purpose of course to give opportunity for practice in home cookery. It includes planning, cooking and serving of breakfasts, luncheons, and dinners; home marketing to acquaint students with practical marketing of family food supply; cuts of meats; choice of fruits and vegetables.

3. *Household Conveniences*—Household expenditures; personal accounts, water supply and disposal of wastes, laundering of clothes.

Five hours throughout the year.

1. *Dressmaking and Millinery*—Finish silk dress; dress of wash material; millinery, including covering of hat frames and making of trimmings; study of materials used, renovating, etc.; practical and artistic principles of millinery used.

2. *Invalid Cookery*—This course consists of practical demonstrations of preparation and cooking of foods for sick and convalescents.

3. *Home Nursing and First Aid*—Home care of the sick; care of sick room; care of patient; care of convalescent; sick room methods; foods for sick.

Home Economics III—In the winter term there is offered a short course in Nutrition for Normal students. This course consists of the study of foods as to composition, value, use, and digestion; food requirements for individuals; school lunches and their preparation.

REFERENCE BOOKS

"Principles of Correct Dress," Florence Winterburn.
"Shelter and Clothing," Kinne and Cooley.
"Domestic Art in Woman's Education," Cooley.
"Textiles," Woolman and McGowan.
"Women and Economics," Charlotte Stetson.
"Art and Economy in Home Decoration," Mabel Priestman.
"Food Products," Sherman.
"Every Step in Canning," Grace Viall Gray.
"The School Kitchen Text Book," Mary J. Lincoln.
"The Boston Cooking School Cook Book," Fannie M. Farmer.
"Food and Household Management," Kinne and Cooley.
"Table Service," Lucy G. Allen.
"Bacteria, Yeast and Molds in Home," Conn.

Good Housekeeping,
Ladies' Home Journal,
Modern Priscilla,
} Monthly Magazines.

DRILLS

We are well prepared to give the necessary drills through the departments of Music, Penmanship, Typewriting, and Handwork.

PHYSICAL TRAINING

With our new Gymnasium well equipped and with trained teachers in charge, we require every student in the College to take Physical Training, including swimming. A special class is offered for teachers.

Typewriting and Penmanship

Miss Nannie Taylor

The College owns six new Remington typewriters and will give instruction to any student desiring to learn typewriting.

The time has come that a large per cent of professional and business men feel that their time is too valuable to be taken up in writing longhand. With the use of the typewriter they save time and give a perfectly legible letter.

Save time and money by learning to use the typewriter.

Because one can use the typewriter he should not write an illegible hand. There is always more or less hand writing necessary. The College will require all students to write a legible hand. Then for the help of those who must have penmanship and for those who want to become good penmen this department will be kept in good order.

Music

The course offered in Union College Conservatory of Music is arranged in departments, open to students from the college and community. Any of these departments may be taken as desired, but those who wish to obtain the Conservatory Diploma, Certificate or credit must follow the special course leading to graduation with one of the following major subjects: Piano, Voice, Violin or any band or orchestra instrument.

A. *Piano Department,* including children's work; Academy Music Course; Teachers' Training; Conservatory Course.

B. *Voice Department,* including children's course; Teachers' Training; Conservatory Course.

C. *Violin Department,* including all stringed instruments and the orchestral work.

D. *Wind Instruments and Band Department.*

E. *Theoretical Work*—Harmony, history of music, sight singing, ear training, etc.

Credit is based upon the theoretical courses when accompanied by the practical or applied courses in Piano, Voice, Violin, Band or Orchestral Instruments. One unit towards graduation from the Academy will be given after passing successful examinations on the following subjects: Harmony I., History of Music I., Sight Singing and Ear Training. A second unit will be given after completing successfully Harmony II., History of Music II., Choral Work.

GENERAL OUTLINE

For those desiring to become thorough musicians, the Conservatory offers a broad and sound training, leading to the full equipment for professional life.

Stress is laid upon the theoretical studies, for no person can become an intelligent musician without an under-

standing of the make-up of music so as to be able to analyze, and therefore appropriate to himself the details of the composition. In this way alone can a true interpretation be reached.

The *Theoretical Studies* are: Theory, Harmony, Analysis, Counterpoint, Composition, Ear Training, Musical Dictation, Sight Singing, etc., and these are studied in classes, except in the case of students who wish to make Harmony and Composition a special study.

The *Mechanical Studies* are: Technique and Physical Exercises, especially arranged for the development of the parts of the body used in playing and singing. These may be given in classes or individually as the needs of the students may demand.

The *Expressional Studies* are so individual as to require special and private teaching in the applied lessons.

The Director will assign the students to their proper classes and teachers, and the courses will be followed strictly so as to have uniformity in the work.

Besides the Prescribed Course of Study, leading to a Diploma or a Degree, students may register for one or more subjects in the different departments, and will be granted *certificates,* providing the theoretical studies are taken with the applied music.

THEORETICAL COURSES

(To accompany the applied music,).

THEORY I—This includes work in musical terminology, tonology, rhythm, notation, the elements of music, ear training with sight singing and dictation in major keys and simple rhythms.

THEORY II—More advanced work in rhythm, notation, ear training and sight singing, including the major and all minor and chromatic scales, and the playing of these in one octave.

HARMONY I—Review of all Major and Minor Scales. Intervals and their inversions. Triads in all forms. Keyboard Harmony Analysis of simple forms. Figured Basses. Harmonization of melodies.

HARMONY II—Advanced work in Diatonic Harmony with keyboard Harmony. Harmonic analysis. Harmonization of melodies.

Prerequisite: Harmony I.

HARMONY III—A thorough study of Chromatic Harmony, and of Harmonic analysis. Further Harmonization.
Prerequisite: Harmony II.

COUNTERPOINT—After completing the course in Harmony, a pupil may take up the study of Bellerman's "Treatise on Counterpoint, Canon and Fugue." Upon this method the great composers based their ability and technic in composition.

COMPOSITION I—This course introduces the student to the simpler forms of composition, and may be begun after the course in Harmony is complete, or after Harmony II.

COMPOSITION II—This follows Composition I, and is arranged to cover all the simpler forms in composition, both for Piano Voice or Orchestral music.

HISTORY OF MUSIC I—A simple course in history to show the development of the art of music and the lives of the composers.

HISTORY OF MUSIC II—Aside from text-books, lectures are given by the teacher and research work and collateral reading is required. Topics will be assigned.

APPRECIATION OF MUSIC—A course designed to cultivate the power of listening intelligently to music, with understanding, feeling and taste. Illustrations are given by the use of one of the mechanical machines, as well as performance by individuals.
This course is open to any students desiring an understanding and appreciation of music. No previous musical training is necessary. If used for credit, examinations must be taken.

THE CONSERVATORY COURSE

Outline of the course leading to the Degree B. Mus.
Entrance requirements—satisfactory completion of the preparatory grades of the music courses.
Preparatory work completed sufficient for graduation from the Academy Music Course as outline later.

FRESHMAN—Applied Music (Major) 6. Harmony II. History of Music II. Sight-singing Class. Choral Club or Orchestra. Bible and Freshman English. Five hours. Elective. Three hours. Applied Music (Minor). Recitals.

SOPHOMORE—Applied Music (Major) 6. Form and Harmonic Analysis. Harmony III. Ear Training. Choral Club or Orchestra. Pedagogy I. Bible and English Literature, 5 hours. Elective 3 hours. Applied Music (Minor). Recitals.

JUNIOR—Applied Music (Major) 7. Counterpoint and Composition I. Choral Club or Orchestra. General Psychology. Recital.

SENIOR—Applied Music (Major) 8. Composition II. Pedagogy II. Applied music (Minor). Electives. Senior Recital.

ELECTIVES—Five hours of general psychology; 2 hours of musical Psychology; 15 hours of French; 15 hours of German; 9 hours of Italian.

For the 180 Trimester hours, 90 must be taken in the College of Liberal Arts and 90 in the Conservatory of Music, in order to receive the degree of Bachelor of Music.

MAJOR STUDIES: in Applied Music: Piano, Voice, Violin.

Two private lessons per week are required.

MINOR STUDIES may be chosen from Piano, Voice, Cello, Cornet, Clarinet, Trombone or Saxophone.

OUTLINE OF COURSES FOR THE THREE MAJORS IN APPLIED MUSIC.

Merely an *attempt* is made to outline, for the sake of classification, the most important sets of studies and pieces. It is not exhaustive, nor does it require that each student must study all the works given in these outlines.

A. PIANOFORTE

The Piano is the most universally used of all musical instruments, and its proper study will give a thorough acquaintance with all styles and forms of musical composition. The acquirement of a correct technique and of the principles of tone production are essential in the preparation of a piano player, and unless these correct principles are acquired, the student soon reaches a stage where he finds further progress almost imposible. But if the fundamental work in technique is thoroughly done, ground can be covered by even young students with far more exactitude and finish than otherwise could be expected.

Grades I-IV—Preparatory Course

MUSIC I—Fundamental principles for developing hand, arm and finger position, touch and tone, by a system of technique

exercises appropriate for each student. Notation and rhythm. Easy studies, solos and duets. Sight Reading. Theory I. Technique Class I.

Music II—Continued and extended work in technique, scales and arpeggios, Dunernoy of 120. Gurlitt, Clementi, Czerny. Sonatinas and pieces in different styles and forms. History of Music I. Technique Class II.

Music III—Technical work increasing in difficulty, scales in major, minor and chromatics forms. Arpeggios of the triads through four octaves, and in different combinations, Czerny, Heller, Gurlitt, Mendelssohn. Sonatives and pieces in different styles and forms. Duets and duos. Theory II. Ear Training. Technique Class III.

Music IV—Technical work continued, scales, major, minor and chromatic in the octave, third, sixth and tenth positions, in parallel and contrary motions. Arpeggios of triads in all positions and inversions, Czerny, of 299, I and II. Bach, short preludes and Fugues. Easy sonatas by Haydn, Mozart and Beethoven. Pieces. Harmony I. Technique Class IV.

Practice (Piano)—
For first year: 6 hours a week.
For second year: 9 hours a week.
For third year: 9 hours a week.
For fourth year: 12 hours a week.

Grades V-VIII—Advanced or Conservatory Course

Grade V—Technique V. All kinds of scales. Sight reading, studies from Czerny's Velocity, of 299 (III and IV), Gurlitt, of 53 Heller, of 45 Bach. Two part inventions and French Suites. Reinhold, Zwolf Arabesquen. Handel: selected pieces, sonatas by Haydn, Mozart, Clementi, Beethoven, Mendelssohn, Chopin, Schumaun, Scarlattieti. Harmony II. History of Music II.

Grade VI—Technique VI. Scales continued. Pedagogy I. Sight reading. Dominant and diminished seventh chords in five-voiced chord, and broken chord arrangements; scales in Double Thirds. *Bach,* three-part inventions and English Suites. Studies selected from Czerny, op. 740, op. 337 and op. 335. Neupert, Octave studies; Cramer; Clementis Gradus and Parnassum; Heller, op. 16.

Sonatas and pieces by Chopin, Schubert, Schumann, Mendelssohn, Field, Grieg, Beethoven, Mozart, Machdowel, etc. Concertos and concerted pieces by Mozart, Ramlan and Mendelssohn. Harmony III. Form and Harmonic Analysis.

Grade VII—Technique VII. Pedagogy II. Sight Singing. Scales in Double Thriads and Double Sixths. Studies from

Neupert (Style and Expression); Jensen, op. 30. *Bach;* Partitas, Italian Concerts. Well-tempered Clavischord. Moscheles, op. 70. Handel, Suites. Henselt Studies, op. 245, *Chopin;* Preludes and easier Etudes, op. 10 and 25. Pieces by Chopin, Schuman, Liszt, Weber, Beethoven, Grieg, Schubert, Mendelssohn, Brahms, Rubinstein, Moszkowski, etc. Concerts, Mendelssohn, Beethoven, Hummd, easier Concerts. Counterpoint. Composition I.

GRADE VIII—Advanced Technique VIII. Transposition from Tansiz Daily; Kullak, Octaves; Chopin: Eutdes; Bach, well-tempered Clavichord. Moscheles, op. 95. Bach's Chromatique Fantasie and Fugue. Rubinstein's Etudes, op. 23. Schuman, op. 3 and 10. Schuman, op. 13. Symphonic Studies. Mendelssohn, Preludes and Fugues, Saint Soena, Etudes. Sonatas by Beethoven, Chopin, Schuman, Grieg, Brahms, etc. Concertos and pieces by Chopin, Schuman, Weber, Beethoven, Brahms, Henselt, Ischai, Kowsky, etc. Composition II. Pedagogy III. Psychology as related to music.

On the conclusion of the above course, and the rendering of a Senior Recital, with the completion of the required studies in the college of Liberal Arts, the student is eligible for the *Degree of Bachelor of Music.*

A Diploma of music, without the Degree, may be granted to a student completing all the work in the Music Course, as outlined above, provided he has completed the Academy Course.

Students are eligible to begin this *Diploma Course* after completing the work of the second year in the Academy.

PIANO PRACTICE (Conservatory)—

Freshman: 18 hours a week.
Sophomore: 24 hours a week.
Junior: 24 hours a week.
Senior: 24 hours a week.

A course in Kindergarten Music is offered for very little children. This is given in classes, which meet three times a week.

An Introductory Course is offered for students in the Sub-Academy. This may be taken in classes of two or four students, or in private lessons.

The Course in Pedagogy I, II and III, in the Sophomore, Junior and Senior classes of the Conservatory prepares the student to become a thoroughly trained teacher of Piano. These students attend classes taught by an

experienced teacher, and teach in the presence of a critic teacher. Note books are to be kept by those in these classes, which must be presented for inspection. Written tests and examinations are held through the course.

B. VOICE

There is no instrument so full of possibilities and capabilities as the human voice, nor one that makes such a strong appeal to the heart of an audience as the voice which is well trained and under good control.

Great care has to be taken in the treatment of each voice; for while there is a general foundational course for development, no two voices are just alike in their requirements, and the work must be prescribed to suit the individual case.

On this account it is more difficult to outline a *set* course for the voice than for instrumental music.

Watchfulness must be exercised in protecting the young vocalist from over-strain, and from contracting that most pernicious habit of "tremulo," the abomination of the true vocalist, which is nothing but a cultivation of *palsy* of the vocal chords, and once acquired can hardly ever be eradicated.

Grades I-IV—Preparatory (Academy)

GRADE I—Breathing exercises; tone placing; study of the vocal organs; preparatory voice exercises; simple vocalises, by Shakespeare and Concone; sight singing; rhythm exercises; vowel and consonant production. Simple songs and ballads. Theory I, two lessons a week. Practice one hour a day.

GRADE II—Correct breathing and breath control; tone placing; voice production exercises and vocalises; sight singing; sight reading at the piano, for those who are not studying piano. Continued exercises in vowel and consonant production. The difference between Legato and Staccto singing. Ear training. History of Music I. Simple songs and ballads in English. Two lessons a week. Practice one hour a day.

GRADE III—Voice development exercises increasing in speed; slow major scales vocalises; slow agility exercises; sight sing-

ing; sight reading at the piano for simple accompaniments. Exercises for vowel and consonant production. Legato and Staccato singing; ear training; songs, sacred and secular, in English. English diction. Theory II. Two lessons a week. Practice one hour a day.

GRADE IV—Exercises in voice development continued. Arpeggio and interval singing; exercises in agility; the major and minor scale; Staccato and Legato singing; English diction; sight singing; sight reading at the piano for accompaniments; ear training; sacred and secular songs in English. Harmony I. Two lessons a week. Six hours a week of practice.

Grades V-VIII—Advanced or Conservatory Course

GRADE V.—Voice development and breath control; exercises to increase power and ability; major and minor scale practice; Arpeggio and octave exercises; English diction; sight singing; ear training; songs and ballads in English and Italian; part singing; choral work. Harmony II. Two lessons a week. Nine hours a week practice.

GRADE VI.—Continued development of power and agility.

The head register exercises, in simple forms, slow frills. Arpeggio and octave exercises, English and French diction, sight singing, ear training, part singing, choral work, chromatic and staccato. Scales (Major and minor), Vaccai (Italian singing). Vocalises by Shakespeare, and general selected exercises, songs, etc., English, French and Italian. Sacred solos and Oratorio, selections of simpler form. Technique sight singing to small classes.

HARMONY III—Form and Harmonic Analysis, two lessons a week. Nine hours a week practice.

GRADE VII—Expressional exercises in development of power and agility.

Head register exercises, scale practice of all kinds. The arpeggio and octave in varieties of forms. The trill, increasing in agility, development of Bravura singing "Messa in Voice" Vocalises, by Shakespeare, Italian singing (Vaccai). Lampertis studies in Bravura Singing, Book I.

Teaching sight singing to classes. Playing accompaniments for other singers and for solo instruments. Counterpoint.

COMPOSITION I—Singing in French, Italian, English and German. English diction, with readings. Choral work and part singing. French and Italian diction. Embellishment, Psychology,

Oratorio selections and the sacred solos. The song cycle Junior Recital. Two lessons a week. Nine hours a week practice.

GRADE VIII—Advanced voice technique. Ornaments and embellishments of all kinds. Accompaniment playing. Psychology as related to music. Lampertis studies in Bravura, Books 2 and 3. Rhiginis Vocalises (edited by Shakespeare) and sung with variations of consonants and vowels. Part singing. Quartette, choir and choral work. French, Italian, German and English diction. Singing German Fieder, song cycles, sacred solos, operatic and oratorio arias.

Two lessons a week. Twelve hours a week practice. *Senior Recital.* Composition II.

D. REED AND BRASS INSTRUMENTS.

CLARINET—Foundation to Clarinet Playing, C. E. Deinecke. Klose's Method.

SAXOPHONE—Foundation to Saxophone Playing, Ben Vereecken.

CORNET—Foundation to Cornet Playing, E. F. Goldman, Goldman Embocechere Drill. Arban's Method.

TROMBONE—Foundation to Trombone Playing, Clark Trombone. Technical Studies for Slide Trombne, by Chas. E. Stacy. Methods, Books I-II.

BARITONE—Foundation to Baritone Playing, A. Archimede.

MUSICAL ORGANIZATIONS

The Choral Club for the singing of choral works of all kinds, from the simple anthem or chorus to the larger cantatas and oratorios.

The Treble Clef Club of women's voices, doing most attractive work, all voices taking special voice work.

The Apollo Glee Club, a similar organization for boys and men.

The Union Glee Club, a combination of Treble Clef and Apollo Glee Club.

Music Appreciation Society, which will make us all more fully acquainted with all kinds of music from the early days up to the present time.

Orchestra.—Union College Orchestra is the most used musical organization of the college. It is a very fine one

and plays on nearly all public occasions for indoor exercises. It gives concerts in neighboring towns and has created quite a reputation.

Band.—What the Orchestra is for indoor exercises, the Band is for outdoor exercises. These two organizations gives every student an opportunity for a very wholesome and delightful exercise of his musical talents. Bring your instrument along.

REGULATIONS

All students of the Conservatory of Music stand under the discipline of the college.

No deduction can be made for lessons missed, except in cases of protracted illness.

Tardiness at lessons curtails the lesson period.

Visitors are not allowed in practice rooms.

Students who are negligent in their work may be dropped from the Conservatory list at any time.

Lessons lost by leaving school a few days before the close of any period will not be made up.

Public appearances should not be undertaken by the students without consent of the teacher or the director.

Department of Expression

The aim of the department is to train students to express themselves clearly and accurately, to appreciate and to interpret good literature, and to become efficient readers and speakers. It aims also to develop the personality and ability of the individual student.

COURSE I. *Public Speaking.*—A study of the different forms of public address and of the principles underlying effective speech construction, with platform practice. The aim is to cultivate power of analytical and constructive thinking and a simple, forceful delivery.

Three hours a week throughout the year.

COURSE 2. *Oral English.*—A course in Public Speaking and Debate for high school students.

Three hours a week throughout the year.

COURSE 3. *Literary Interpretation.*—A close and critical study of the various forms of literature and its oral interpretation. It aims to develop skill in expression and a keener appreciation of the beauty and power of emotional and imaginative literature, drama, lyric.

Three hours a week throughout the year.

COURSE 4. *Children's Plays and Games.*—Work in rhythm and story-plays, games, breathing exercises, gymnastics. Open to all private pupils.

Two hours a week throughout the year.

COURSE 5. *Physical Training.*—A course in hygiene, corrective exercises, gymnastics, and physical culture for girls.

Two hours a week throughout the year.

COURSE 6. *Private Lessons.*—Training and development of the individual with special emphasis upon breath control, voice placement, correction of errors.

Two lessons a week for two years.

On every Friday afternoon a recital is given by the students of the department. Each pupil will appear from time to time, learning how to please and to hold an audience by putting into practice the work of the class and private lessons. Each term a general recital is given and the patrons and general public are invited to enjoy the program and to note the progress of the pupils.

Expenses

All bills are charged by the semester and are payable in advance. If students do not bring money to settle their bills when they enroll, patrons are expected to send check for account or make satisfactory arrangements upon receipt of statement.

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term or fewer than two lessons a week, the lessons will be at a higher rate than by the term.

Credit for board will be allowed at the rate of $3.50 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition and board for a semester. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See pages 16-19 for Government Boarding Student's Outfit and Dress.

TUITIONS

	First Semester	Second Semester
College	$25.00	$25.00
Academy	20.00	20.00
Normal	20.00	20.00
Expression—Two lessons a week	23.00	23.00
One lesson a week	13.00	13.00
Typewriting	11.00	11.00
Piano—Two lessons a week	30.00	30.00
One lesson a week	18.00	18.00
Voice—Two lessons a week	30.00	30.00
One lesson a week	18.00	18.00
Harmony or History	13.00	13.00

LABORATORY AND RENTAL FEES

	First Semester	Second Semester
General Science and Botany	$ 0.75	$ 0.75
Zoology	3.00	3.00
Physics	3.00	3.00
Chemistry 1	4.00	4.00
Chemistry 2	6.00	6.00
Piano rental, one hour daily	4.50	4.50
Domestic Science, Cooking	3.00	3.00
Domestic Science, Sewing	1.50	1.50

BOARD AND ROOM

	First Semester	Second Semester
Board and room, including light, heat, water, and mail service	$90.00	$90.00

MISCELLANEOUS

Breakage deposit in Boys' Hall, refunded when key is turned in if everything is in good condition	$5.00
Same, in Girls' Hall	2.00
Special Examination	1.00
College, Academic, Music, Art or Expression Diplomas	5.00
Gymnasium and Student Activity fee (paid by all students), per semester	7.50
Certificates in Music Courses	1.00

Total expenses for board and room, tuition and Gymnasium and Student Activity fee for the different departments are as follows:

	First Semester	Second Semester	Year
College	$122.50	$122.50	$245.00
Academy or Normal	117.50	117.50	235.00

NOTE—Special consideration in tuition is given children of ministers.

A number of scholarships covering tuition in Academy or College have been provided for ministerial and missionary students who need help in getting an education. Write for particulars.

ROLL OF ALUMNI OF UNION COLLEGE

Collegiate Department

1893

James Perry Faulkner (M.A., In cursu, 1896).....A.B.
John Elbert Thomas.....A.B.

1894

John Henry Byrley.....A.B.
Charles Helder Gibson.....A.B.
James Samuel Lock.....A.B.

1895

Alexander Francis Felts.....A.B.
Leslie Hudson (deceased).....A.B.
Sarah Elizabeth Lock.....A.B.
Daisy Chastine Tinsley.....A.B.
Maude Ellen Tinsley.....A.B.
George Harmon Wilson.....A.B.

1896

William Carson Black.....A.B.
James Pogue Gibson.....A.B.
George Edwin Hancock, (M.A., cursu, 1899) (deceased)....A.B.
Edward Warren Tinsley.....A.B.

1897

Fred Trigg Kelley (deceased).....A.B.
May E. Lock (deceased).....A.B.

1898

Victor Vance Anderson.....A.B.

1899

John Black Hudson.....A.B.
John Eve Matthews.....A.B.

1900

Della Jewell Johnson.....A.B.
Henry Clay Black.....A.B.
George Augustus Lock.....A.B.
Grant Perkins .....A.B.
J. Will Harris.....A.B.

1903

Margaret Gill Burnside.....A.B.

1904

Roxye Leona Wilson (deceased) ..... A.B.

1905

Joseph A. Bretz ..... A.B.

1906

Lawrence G. Wesley ..... A.B
Cora Grindstaff ..... A.B
Laura Grindstaff ..... A.B

1907

Ernest Faulkner ..... A.B
Lena Wilson ..... A.B.

1908

Edward P. Hall ..... A.B.

1919

Samuel P. Franklin ..... A.B.

1920

Aubrey H. Guyn ..... A.B.
Nelle Jones ..... A.B.
Dowis Sampson ..... A.B.
Anna Sloan ..... A.B.

1922

Darrell Archibald ..... A.B.
Marjorie Brown ..... A.B.

1923

Fish, Reeda ..... A.B.
Kelley, Sarah ..... A.B.
Miller, O. W. ..... A.B.
Morehead, Thelma ..... A.B.
Nunvar, Francis ..... A.B.
Tuggle, Allen ..... A.B.

1924

Blair, Robert ..... A.B.
Howard, Jakie ..... A.B.
Nunvar, Dorothy ..... A.B.
Stratton, Jettie ..... A.B.

Junior Collegiate Department

Charles Leroy Howes 1913

Academic Department

Thomas A. Wood....1908
Mary Ballinger (deceased)....1908
Howard Trent....1908
J. Spencer Singleton....1908
Thomas Bradley Ashley....1909
Charles G. Black....1909
J. Loyd Decell....1909
Robert W. Howes....1909
Laura Green Easley....1909
Nancy Kincheloe....1909
Sudie Pauline Newman....1909
Hattie Jean Stansberry....1909

Amelia Ballinger....1910
Grace Bellaire Berry....1910
Verdie Colson....1910
Idella Kincheloe....1910
B. C. Lewis....1910
William Clark Mace....1910
Edgar B. Wesley....1910
Oscar Wesley....1910
Mary Rice Wilson....1910

Ellen Bryan Clark....1911
Ida Mae Cole....1911
Anna Mae Creech....1911
Guy Leslie Dickinson....1911
Norma Bruce Elliott....1911
Nancy Lee Faulkner....1911
Anna Royston Griggs....1911
Charles Leroy Howes....1911
Lallah Rookh Johnson....1911
Harrison W. Large....1911
Mary Dora Laughlin....1911

Lucy Ballinger....1912
Pearl Allyn Bastin....1912
Hallie Ester Cheap....1912
Myrtle Cole....1912
Lillian Hanna Mae Harrop....1912
Walter Monroe Jarvis....1912
Bertha Lockhart Norris....1912
Kathleen Brennan Sullivan....1912
Naomi Oldham Tuttle....1912

Annie Dee Albright....1913
Anna Cronley Ballinger....1913
John List Carrol (deceased)....1913

Ollie Elnora Cole....1913
Maude Cole (deceased)....1913
Ruth Decker....1913
Robert Faulkner....1913
Louise Jesson....1913
Mabel Jacobs Matthews....1913
Earl Mayhew....1913
Veana Gilraith Noe....1913
Thelma Edythe Stratton....1913
Edward William Scent....1913
Richard Brittain Tuggle....1913
Anna Melvin Walton....1913
John Henderson Young....1913

Stephen Amos Ballinger....1915
W. McKinley Wesley....1915
Clyde Stanfill....1915

Martha Francis Albright....1916
Samuel Petty Franklin....1916
Odis Elizabeth Fuller....1916
Carl Wendell Haggard....1916
Margaret Nelle Jones....1916
Karl Euart Lewis....1916
Katherine Kinniard Locke....1916
Stuart Doak Miller....1916
Mary Dowis Sampson....1916
Pauline Steele Sampson....1916
Winford Bailey Sampson....1916
Joel Dale Stansbury....1916
Clarence Swearingen....1916
George William Thomas....1916

Eva Nedra Carter....1917
William F. Gregory....1917
Aubrey H. Guyn....1917
Gladys Loraine Johnson....1917
Florence Mildred Putnam....1917
Emoline E. Sampson....1917
Della Jewel Tye....1917

Darrell Archibald....1918
William Amis....1918
Minnie Hopkins....1918

Mabel Alloway....1919
Horace Barker....1919
Marjorie Brown....1919
Roberta Cole....1919

Collie Franklin 1919
Grace Kennedy 1919
Thelma Morehead 1919
Daisy Robsion 1919
John Robsion 1919
Everett Bailey 1920
Sallie Bain 1920
Robert Beddow 1920
R. E. Burnett 1920
Vern Dunbar 1920
Xenia Gilbert 1920
Flora Howard 1920
D. M. Humfleet 1920
Raymond Overley 1920
Dean Owens 1920
Daugh Smith 1920
Jettie Stratton 1920
Allen Tuggle 1920
Drucilla Tye 1920
Hardin Young 1920

James Blair 1921
Robert Blair 1921
Olin Boatwright 1921
Flora Burroughs 1921
Francis Edwards 1921
Joshua Faulkner 1921
Cheslie Franklin 1921
Jakie Howard 1921
Violet Humfleet 1921
Albert Humfleet 1921
Anna Lee 1921
Robert Lee 1921
William Martin 1921
Ethel Miller 1921
Hilton Morris 1921
Pearl Parsons 1921
Katherine Richardson 1921
Kenneth Tuggle 1921

Ruby Bain 1922
Vernon Blair 1922
Ruth Bowman 1922
Bryant Cox 1922
W. E. Dishman 1922
Ben Hynes 1922
Mary Miller 1922
Grace Miller 1922

Love Morris 1922
Mary McDermott 1922
Elmer Parker 1922
Hugh Partin 1922
Ancil Payne 1922
Henry Payne 1922
Daisy W. Ricketts 1922
George E. Ryder 1922
Rebecca Sawyer 1922
Robert Stark 1922
Nannie Stickley 1922
Lonnie Wallace 1922
Alice Whittington 1922

Black, Evelyn 1923
Boggs, Katherine 1923
Boggs, Roy 1923
Burroughs, Mildred 1923
Davies, Ted 1923
Faulkner, Mary 1923
Faulkner, Jesse 1923
Gray, Opal 1923
Heidrick, Charles 1923
Howard, Etta 1923
Howell, Everett 1923
Jarvis, Taylor 1923
Kelly, Mattie 1923
Mayhew, Marion 1923
McWilliams, Bronzel 1923
Miracle, Ed 1923
Murphy, Gertrude 1923
Nash, Francis 1923
Nelson, Clyda 1923
Sampson, Helen 1923
Stanfill, Carolyn 1923
Stickley, Elizabeth 1923
Smith, Lillie 1923
Turner, Flossie 1923
Vincent, Lela 1923
Walker, Mary 1923

Black, Stanley 1924
Botner, Estil 1924
Delph, Arthur 1924
Frederick, Sallie 1924
Garland, Beckham 1924
Hensley, B. F. 1924
Lay, Katherine 1924
Lay, Pauline 1924
Miracle, Mrs. Laura 1924
Owens, Lillie D. 1924
Payne, Ethel 1924
Perkins, Herbert 1924
Phillips, Mrs. T. H. 1924
Saunders, Alphonso 1924
Sullivan, Martin 1924
Taylor, Nannie 1924
Walker, Julia 1924
Webb, Clarence 1924
Wilder, Elizabeth 1924
Woodward, Dan 1924

Music Department

Joan Easley 1908
Emma Weaver 1909
Ida Mae Cole 1911
Norma Bruce Elliott 1911
Ollie Elnora Cole 1913
S. P. Franklin 1917

Register of Students

College

Ballinger, Richard	Knox County
Beddow, Walter	Knox County
Boggs, Katherine	Knox County
Brown, Cyrus	Knox County
Blair, Robt.	Whitley County
Catron, Edna	Knox County
Cox, Bryant	Knox County
Congleton, Frances	Knox County
Davies, Ted	Knox County
Detherage, Isabelle	Tennessee
Edwards, Francis D.	Marion County
Faulkner, Josh	Knox County
Faulkner, Mary	Knox County
Gardner, Lois	Fleming County
Golden, Reese	Knox County
Goodman, Roy	Knox County
Hensley, Mayme P.	Clay County
Hewes, Anna B.	Knox County
Hieronymous, Homer	Lee County
Hignite, Thomas	Knox County
Huff, William Rondeau	West Virginia
Humfleet, D. M.	Knox County
Humfleet, Violet	Knox County
Howard, Jakie	Bell County
Jarvis, T. J.	Knox County
Jarvis, Oscar	Knox County
McWilliams, Bronzel	Knox County
Martin, William	Knox County
Miller, Grace	Knox County
Nunvar, Dorothy	Missouri
Oaks, Fontella	Bell County
Payne, Ancil	Whitley County
Parker, Harold	Knox County
Parker, Ella Mae	Knox County
Parker, Elmer	Knox County
Parsons, Pearl	Bell County
Payne, Henry E.	Laurel County
McPhail, Dorothy	Knox County
Sampson, Paul	New York
Sawyer, Rebecca	Knox County
Stickley, Elizabeth	Knox County
Stickley, Nannie	Knox County

Stanfill, Carolyn ..... Perry County
Stratton, Jettie ..... Pike County
Walker, Mary ..... Knox County

Academy and Normal

Abner, McKinley ..... Knox County
Amis, Edward ..... Knox County
Ashley, Velmer ..... Casey County
Baker, Anna Belle ..... Garrett County
Baker, Axie ..... Knox County
Baker, Clara ..... Knox County
Baker, J. E. ..... Knox County
Bartlett, Malcom ..... Knox County
Bay, Charles ..... Bracken County
Bay, John ..... Bracken County
Beddow, Etta ..... Knox County
Belcher, John ..... Knox County
Bishop, Nelle ..... Flemming County
Black, Fonzine ..... Knox County
Black, Stanley ..... Knox County
Blair, Lyda ..... Knox County
Blanton, Jess ..... Harlan County
Blanton, Nelle ..... Harlan County
Booze, Catherine ..... Harlan County
Botner, E. R. ..... Clay County
Botner, Luther ..... Clay County
Bowman, Charles ..... Knox County
Brackett, Nora ..... Harlan County
Broughton, Dora ..... Bell County
Broughton, P. M. ..... Knox County
Broyles, Lena ..... Pulaski County
Burkhart, John ..... Harlan County
Burnett, Maggie J. ..... Knox County
Buckhannon, Wade ..... Knox County
Byrley, Cecil ..... Knox County
Callebs, Ethel ..... Knox County
Carnes, Ellis ..... Knox County
Catron, Effie ..... Knox County
Cox, Cassie ..... Taylor County
Cox, Cephus ..... Knox County
Cox, Howard ..... Knox County
Davidson, Frank ..... Knox County
Delph, A. G. ..... Harlan County
Disney, Hazel ..... Knox County
Dishman, Ben ..... Knox County
Early, Sam ..... Knox County

Elliott, Ruth ..... Knox County
Engle, Edith C. ..... Knox County
Franklin, Wm. Ralston ..... Knox County
Frederick, Sallie ..... Knox County
Faulkner, Jesse ..... Knox County
Faulkner, Stanley ..... Knox County
Foley, Odessa ..... Boyd County
Foley, Thomas J. ..... Boyd County
Garland, Beckham ..... Knox County
Garland, Charles ..... Knox County
Garland, James ..... Knox County
Garrard, Mary ..... Knox County
Gerlach, Ouida ..... Boyd County
Geyer, Calvin ..... Knox County
Gibson, Clarence ..... Knox County
Girdner, W. D. ..... Knox County
Gray, Pearl ..... Knox County
Greene, Ethel ..... Bell County
Greene, Alma ..... Knox County
Greene, Orville ..... Bell County
Goodman, Callie ..... Knox County
Goodman, Eva ..... Knox County
Haggard, Charles ..... Knox County
Hammons, Rosa ..... Knox County
Hawn, Louis ..... Knox County
Helton, Sawyer ..... Knox County
Hendren, Emma Rena ..... Bell County
Hensley, B. F. ..... Clay County
Hensley, Clyde ..... Clay County
Howard, Greene ..... Bell County
Humfleet, Bernice ..... Knox County
Humfleet, Jettie ..... Knox County
Jackson, Beatrice ..... Knox County
Jackson, Axie ..... Knox County
Jackson, Blanche ..... Knox County
Jackson, Dovie ..... Knox County
Jackson, Marie ..... Knox County
Jackson, Rahma ..... Knox County
Jarvis, Crit ..... Knox County
Jarvis, Delmer ..... Knox County
Jarvis, George ..... Knox County
Jarvis, Myrtle ..... Knox County
Jones, Bessie ..... Knox County
Jones, Hazel ..... Knox County
Kelley, Sadie ..... Knox County
Kennedy, Katherine ..... Knox County
Lawson, Jesse ..... Knox County

Lay, Jesse D. ..... Knox County
Lay, Katherine ..... Knox County
Lay, Pauline ..... Knox County
Leger, Ledford ..... Knox County
Lundy, William ..... Knox County
McKeehan, Mae ..... Knox County
McNeil, Howard ..... Knox County
McNeil, Joe ..... Knox County
Mackey, John ..... Knox County
Mackey, Maude ..... Knox County
Mayhew, William ..... Knox County
Martin, Homer ..... Casey County
Martin, Wm. G. ..... Knox County
Mason, Robert L. ..... Bell County
Mayo, Mary ..... Knox County
Messer, James Clarke ..... Knox County
Messamore, Lillian ..... Knox County
Miller, Denver ..... Knox County
Mills, Carrie ..... Laurel County
Miracle, Ethel ..... Knox County
Miracle, Laura ..... Knox County
Moore, Margie ..... Knox County
Nelson, Roy ..... Knox County
Nolan, Estil Norman ..... Harlan County
Owens, Lillie D. ..... Lewis County
Phillips, Mrs. T. H. ..... Knox County
Peters, Robert ..... Mason County
Perkins, Herbert ..... Whitley County
Payne, Estill ..... Whitley County
Payne, Ethel ..... Whitley County
Pickel, Dovie ..... Knox County
Picklesimer, Charles ..... Johnson County
Pierce, Barbara ..... Tennessee
Polk, Jesse ..... Knox County
Powell, Mint ..... Knox County
Roberts, Laura ..... Knox County
Richardson, Mary ..... Knox County
Ridner, Madge ..... Knox County
Rice, Charles ..... Knox County
Rader, Pearl ..... Knox County
Rader, Ruth ..... Knox County
Reid, Roy ..... Knox County
Robinson, Mae ..... Bell County
Ross, Theodore ..... Pennsylvania
Sanders, Nellie B. ..... Lewis County
Saunders, Alphonso ..... Flemming County

Scott, Luther C. ..... Knox County
Scent, Charles ..... Knox County
Sears, Charles ..... Knox County
Shelton, Ora Marie ..... Knox County
Slusher, Daphne ..... Knox County
Slusher, Dorothy ..... Knox County
Slusher, Evelyn ..... Knox County
Slusher, Thelma ..... Knox County
Smith, Anna Mae ..... Knox County
Smith, Ethel ..... Knox County
Sphar, Anna ..... Knox County
Stafford, Gladys ..... Harlan County
Smith, Bert ..... Knox County
Smith, Hester ..... Knox County
Smith, Myrtle ..... Knox County
Smith, Noble ..... Harlan County
Steele, Selden ..... Knox County
Stout, Richard ..... Knox County
Sullivan, John ..... Laurel County
Sullivan, Martin ..... Laurel County
Taylor, Della ..... Knox County
Taylor, N. L. ..... Knox County
Thompson, Georgia ..... Bell County
Tuggle, Thelma ..... Knox County
Turner, Albert ..... Knox County
Turner, Green ..... Knox County
Tye, Mary ..... Knox County
Tye, Bill ..... Knox County
Valentine, Shellie ..... Knox County
Valentine, L. T. ..... Knox County
Walker, Lois ..... Knox County
Walker, Martha ..... Knox County
Walker, Julia M. ..... Knox County
Wagers, W. O. ..... Clay County
Walker, Ben ..... Knox County
Ward, Rex ..... Bell County
Webb, Clarence ..... Clay County
Weed, Robert ..... Whitley County
Wilder Elizabeth ..... Whitley County
Williams, J. F. ..... Johnson County
Wilson, Edgar ..... Bell County
Wilson, Margaret ..... Whitley County
Woodward, Dan C. ..... Laurel County
Woolum, Lester ..... Whitley County
Zamora, Emanuel ..... Cuba

Voice

Blair, Robert ..... Whitley County
Clark, Mrs. A. G. ..... Knox County
Delph, Arthur ..... Harlan County
Foley, Odessa ..... Boyd County
Gerlach, Ouida ..... Boyd County
Gross, Mrs. John Owen ..... Knox County
Greene, Ethel ..... Bell County
Hensley, Mayme ..... Clay County
Haggard, Mrs. Carl ..... Knox County
Jackson, Axie ..... Knox County
Miller, Grace ..... Knox County
Parker, Ella Mae ..... Knox County
Parsons, Pearl ..... Bell County
Powell, Mint ..... Knox County
Stafford, Gladys ..... Harlan County
Stanfill, Carolyn ..... Perry County
Tuggle, Thelma ..... Knox County
Vincent, Lela ..... Knox County
Wilson, Margaret ..... Whitley County
Weed, Robert ..... Knox County
Wilder, Elizabeth ..... Whitley County

Piano

Catron, Edna ..... Knox County
Delph, A. Gilmore ..... Harlan County
Franklin, Gail ..... Knox County
Gardner, Lois ..... Flemming County
Hewes, Mrs. A. B. ..... Knox County
Miller, Grace ..... Knox County
Moore, Margie ..... Knox County
Rader, Ruth ..... Knox County
Rader, Pearl ..... Knox County
Sullivan, Johnnie ..... Laurel County
Vincent, Lela ..... Knox County
Wilder, Elizabeth ..... Whitley County

Violin

Davies, Ted ..... Knox County
Garrard, Frances ..... Knox County
Marsee, Anna ..... Knox County
Weeks, A. E. ..... Knox County
Wilson, Margaret ..... Whitley County

Expression

Bowman, Ruth ..... Knox County
Byrley, Cecil ..... Knox County
Davidson, Frank ..... Knox County
Hendren, Emma Rena ..... Bell County
Humfleet, Bernice ..... Knox County
McPhail, Dorothy ..... Knox County
Miller, Grace ..... Knox County

Typewriting

Delph, Arthur ..... Harlan County
Greene, Alma ..... Knox County
Hensley, B. F. ..... Clay County
Martin, Homer ..... Casey County
Mayhew, Bruce ..... Knox County
McKeehan, Mae ..... Knox County
Nelson, Roy ..... Knox County
Roberts, Laura ..... Knox County
Stickley, Nannie ..... Knox County

Bulletin

of

Union College

1925-26

Barbourville, Ky.

THE GYMNASIUM

PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS

WOMEN'S DORMITORY

ADMINISTRATION BUILDING

MEN'S DORMITORY

Bulletin

of

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Catalogue Number

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UNION COLLEGE BULLETIN

CATALOGUE NUMBER

PUBLISHED QUARTERLY BY THE COLLEGE

VOLUME IV, No. I

MAY 1925

Entered as second class matter May 4, 1922, at the post office at Barbourville, Ky., under the Act of August 24, 1912.

CALENDAR

1925

Tuesday, September 15.....Fall Term Opens
Thursday, November 26.....Thanksgiving Day
Friday, December 18.....Work Stops

1926

Tuesday, January 5.....Work Begins
Saturday, January 30 .....First Semester Closes
Tuesday, February 2.....Second Semester Opens
Wednesday, June 2.....Commencement Day

BOARD OF TRUSTEES

EX-OFFICIO MEMBERS

Bishop T. S. Henderson.....Cincinnati, Ohio
President E. T. Franklin .....Barbourville, Ky.

Class No. 1—Term Expires in 1925

Rev. W. W. Shepherd .....Barbourville, Ky.
Hon. Alvis S. Bennett .....Louisville, Ky.
Hon. George P. Wilson.....Philadelphia, Pa.

Class No. 2—Term Expires in 1926

Rev. J. M. Literal .....Covington, Ky.
Mr. C. B. Nordeman .....Louisville, Ky.

Class No. 3—Term Expires in 1927

Rev. John Lowe Fort .....Louisville, Ky.
Hon. James D. Black .....Barbourville, Ky.

Class No. 4—Term Expires in 1928

Rev. S. K. Hunt .....Ashland, Ky.
Mr. A. M. Decker, *Treasurer*.....Barbourville, Ky.
Mr. H. C. Black .....Johnson City, Tenn.

Class No. 5—Term Expires in 1929

Rev. E. P. Hall.....Harlan, Ky.
Mr. A. B. Cronett .....Harlan, Ky.
Mrs. Nannette R. Skain .....Lexington, Ky.

Class No. 6—Term Expires in 1930

Rev. E. R. Overly, *President*.....Ashland, Ky.
Mr. Harry E. Bullock, *Vice President*.....Lexington, Ky.
Judge W. F. Hall .....Harlan, Ky.

ADMINISTRATION

E. T. Franklin .....President
C. E. Vogel.....Acting Dean of the College
Abigail E. Weeks.....Librarian
A. M. Decker .....Treasurer
Nannie L. Taylor .....Assistant Treasurer
Rebecca Sawyer .....Registrar
Mrs. C. E Vogel.....Preceptress in Speed Hall

FACULTY

EZRA T. FRANKLIN, A.B., B.Pd., M.A.

PRESIDENT

Philosophy and Education

A.B., Asbury College, 1903; B.Ph., Valparaiso University, 1905; A.B., Indiana University, 1906; M.A., Indiana University, 1910; graduate student at Columbia University, summer session, 1912 and 1913; research scholar, Columbia University, 1913-1914; teacher in graded school two years; a superintendent of city schools two years; Dean and Professor of Philosophy, Asbury College, 1908-1910; Professor of Theology and Philosophy, and Dean and Acting President of Olivet College, 1910-1911; President of Olivet College, 1911-1912; Vice President and Professor of Philosophy and Systematic Theology, Asbury College, 1912-1915; President of Union College, 1915-

REV. C. E. VOGEL

ACTING DEAN

Bible

Graduate of Berea College Academy; special student at Berea College and Chicago University; Professor in Berea College Academy; 19 years of successful pastoral work; Professor of Bible and Acting Dean, Union College 1924.

ABIGAIL E. WEEKS, A.B., A.M.

LIBRARIAN

English Department

Graduate of State Normal School, Mansfield, Pa.; A. B., Dickinson College, 1905; A.M., 1907; special work in English at Chautauqua, New York; A. M., Columbia University, 1920; taught several years in graded and high school; head of the Department of English in Union College, 1905-1907, 1910-1915; after two years absence recalled to the head of the English Department, 1917-

I. B. PEAVY, B.E., M.E., M.Pd., M.S.

Professor of Education and Head of Normal School

B.E., M.E., and M.Pd., Edinboro State Normal School; M.S., Taylor University; B.E., 1891; M.E., 1893; M.Pd., 1903; M.S., 1918. Five years principal high school; 15 years teacher of science and methods and assistant principal in Edinboro State Normal School at Edinboro, Pa.; nine years teacher of science and educational subjects, and for seven years principal of the Academy at Taylor University; Union College, 1920-

FRED E. HAYES, A.B., A.M.

History

A.B., University of Nebraska, 1908; A.M., 1916; two years graduate work in the University of Illinois, 1921-1923; eleven years teacher of History in high schools in Nebraska and Illinois; Professor of History, Union College, 1923-

JOHN BROCKWAY RIPPERE, B.A., M.A., L.H.D.

Latin and French

B.A. cum laude from Wesleyan University, Middletown, Conn., in 1901, and M.A., in course, from same in 1910; L.H.D. from St. John's College, Annapolis, Md., in 1919; member of the Phi Beta Kappa; taught in Preparatory Schools in New York City; Professor of Latin, St. John's College for sixteen years, and Vice-President of same for ten years; Professor of Latin and French, Union College, 1924-

WALTER S. DYER, A.B., M.S.

Chemistry and Physics

A.B., University of Arkansas, 1924; M.S., University of Minnesota, 1925; Assistant in Chemistry, University of Arkansas, 1922-24; Assistant in Chemistry, University of Minnesota, 1924-25; Professor of Chemistry and Physics, Union College, 1925-

T. M. FUNK, A.B.

Mathematics and Athletics

A.B., Georgetown College, 1922; Valedictorian of his class both in high school and college; all-state man in basketball and baseball; Graduate student, Michigan University, Summer School, 1925; Athletic Director Hearn Academy, 1922 Professor of Mathematics and Athletic Direction, Union College, 1923-

DANIEL M. HUMFLEET, A.B.

Normal and Academy Science and Mathematics

A.B., Union College, 1925; State Certificate, Kentucky State Board of Education; special student in Science, University of Kentucky Summer School; student of Methods, Science and Mathematics, Eastern Kentucky State Normal; teacher in Rural Schools; Principal of Graded and High Schools; Professor in Normal Department of Sue Bennett Memorial School, London, Kentucky, 1910-12; Principal, Normal Department of Union College, 1915-20; Professor of Science and Mathematics, Union College Normal and Academy, 1920-

CLEO BOYLE

Home Economics

University of Chicago. Iowa State College.
Colorado State Teachers' College.

MRS. MARY E. BARNHILL, L.L.B.

Academy English and Latin

Life Certificate Course, Western Kentucky Normal School and Teachers College; L.L.B., University of Louisville several years of successful teaching in Graded and High schools; Teacher of Academy English and Latin, Union College, 1925-

GRACE RALSTON FRANKLIN, B.S.

Academy English

B.S., Valparaiso University, 1905; graduate student, Indiana University; Principal of High School; Professor of English, Asbury College, four years; assistant in Academy English, Union College.

MARY McKEEHAN

Piano and Voice

Cincinnati Conservatory of Music; studied in New York; studied in Berlin; several years' successful teaching experience in piano and voice, including four years in Galloway College; Teacher of Piano and Voice and Director of Music, Union College, 1925-

MISS CLO ERA SEWELL

Expression and Public Speaking

Graduate of the Louisville Conservatory of Music and Expression, 1925; on the Story Telling Staff of the Louisville Public Library; Teacher of Expression and Public Speaking, Union College, 1925-

REBECCA SAWYER, A.B.

Registrar and Academy History

A.B., Union College, 1925, graduating with high honors. Registrar of Union College, 1923; instructor in History, Union College Academy, 1925.

CORA SEVIER

Swimming

Studied in Columbia University under L. de B. Haundley; Instructor of Swimming, Union College, 1921-

J. MILBURN TAYLOR

Student Instructor in Typewriting

UNION COLLEGE

LOCATION

ARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College. It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville & Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. The moral tone of the town is high. Baptists, Presbyterians, Disciples, and the Methodist Episcopals have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such out of door study.

HISTORY

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable building erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and students, citizens and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed, and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. The coming of the elective system and the broadening of the curriculum seemed like an impossible task to those in charge of the college, so the College Department was gradually dropped and for several years the school became an academic and a primary school. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and Stevenson Hall was also erected.

Upon the resignation of President Easley in 1910, Judge James D. Black, LL.D., of Barbourville, later Governor of Kentucky, became the fourth President of Union College. Under his management the material as well as the less tangible interests of the school

progressed with rapid strides. The two years of President Black's connection with the school will be remembered as years of solid growth.

For the next three years the school was under the leadership of President Percy L. Ports, for several years Professor of Natural Science in Union College, followed by that of Rev. E. R. Overley, President, together with B. C. Lewis as Vice President and Business Manager. These were years in which there was a change taking place with regard to the scope and nature of the work that Union College should do in the future. The General Board of Education of our Church gave valuable assistance in setting a new program and in arranging for it to be carried out.

On June 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure, which embraced a financial campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. The balance in the budget has been met in full by conference of each year, and a good start has been made on the larger financial campaign. The Memorial Gymnasium was erected in 1919, and is one of the best in the whole South.

The College plant has been more fully equipped, the campus has been enlarged from eight acres to twenty-five acres, and a modern home for the president was completed early in 1925.

The endowment has been very materially increased until it is now over $350,000, with a reasonable assurance of its reaching $500,000 in the near future.

The moral and religious life of the College receives equal consideration with the usual school work. No effort is spared in keeping before the students the highest and best moral and religious influences. The program is positive and not negative. Those who attend Union

College are her best witnesses to the wholesome, earnest program for the best Christian character.

At the Board meeting in January, 1916, it was decided that the College Course proper should be restored as fast as possible. It was started in 1916-17 with gratifying results, and this bulletin presents a full college course, with a fine class of college students which we expect to see increased in 1925-26.

The State University of Kentucky and the Department of Education of the state have given Union College the rating of a Standard Four Year College. The future of Union College is assured. The plant and equipment is worth over $300,000, and her endowment is sufficient to guarantee her continuance as a Standard College. She is developing rapidly and is destined to become one of the outstanding colleges of the country.

AIM

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting shield. To vitalize the power of intellectual development; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love of the Good, the True and the Beautiful; to increase lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the Christian College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school, then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school will teach faith in oneself, the value of self-reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it can teach the sons and daughters of its patrons to be "of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential;

loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting," its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine Christian character. It interprets the meaning of life and sets itself the task of fitting young men and women for the manifold and responsible duties of Christian civilization.

CAMPUS

The front campus comprises about ten acres and is situated on the highest part of the town. The buildings are located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties of native trees. The buildings are connected with each other and with the street by cement walks. A deep well of pure, wholesome water is located on the front campus. There are tennis courts, besides ample room for croquet lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

The athletic field lies immediately back of the campus and affords ample room for all kinds of field athletics. The whole grounds of the College comprise about twenty-five acres.

BUILDINGS

ADMINISTRATION BUILDING — This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel, laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks

and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories—chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

Fanny Speed Hall—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and a laundry room where students often do their laundry, make candy, etc.

Stevenson Hall—This is a brick structure of colonial design, three stories high. The rooms accommodate two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

Superintendent's Cottage—This is a splendid frame cottage with all modern improvements. The Superintendent of Buildings and Grounds occupies it.

Soldiers and Sailors Memorial Gymnasium—This new gymnasium was built as a memorial to the soldiers and sailors of the world war and is the most beautiful building on the campus. It is probably the best college gymnasium in the state. It is constructed of brick and Bedford stone.

The basement has a swimming pool, showers, toilets, lockers, and dressing rooms. The playing floor is 90x60 feet and gives ample room for all kinds of indoor athletics and physical exercises. The balcony is fixed for a running track. The whole building is well equipped.

PRESIDENT'S RESIDENCE

The President's residence is a beautiful brick veneer two-and-one-half-story modern home. It is well arranged for taking care of groups on occasions, and is modernly equipped and furnished.

HEAT, LIGHT AND POWER PLANT—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells.

EQUIPMENT

LIBRARY—The Speed-Stevenson Library, containing about three thousand volumes, was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College. The late Professor George H. Daines was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading Room is supplied with many of the best secular and religious papers and current magazines. The students are thus able to keep themselves informed with respect to the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson of Barbourville, Kentucky, generously donated a large number of books. These books, embracing a wide range of useful information, constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

In 1917 we received two very liberal and much appreciated gifts of books for the Library.

Mrs. J. H. Good of Ashland, Ohio, sent us, through the *Western Christian Advocate,* a very excellent collection of books; and Mrs. E. J. Langdon, the mother of the late Professor Langdon, head of our English Department,

gave the College Professor Langdon's private library, embracing a very large number of splendid books, which will remain on the shelves as a memorial to his great love for the College and his friendship for the students.

In 1918 Dr. E. C. Wareing, editor of the Western Christian Advocate, very graciously presented the college with several hundred splendid volumes.

In 1921 Rev. W. B. Collins, D.D., one time pastor of Trinity M. E. Church, Louisville, Ky., presented the College with his private library of several hundred volumes. The library has not received a more valuable collection. It will be known as the Collins Collection.

Maps—The College now has complete sets of historical maps covering Ancient, Modern and American History. These, together with many other maps and globes, make this equipment quite adequate to the needs of these departments.

Laboratories: *Chemistry.*—Accommodations are provided for thirty-two students at two tables. The tables are equipped with running water, hoods and natural gas, and the tops are acid-proofed. The equipment includes two excellent balances of analytical grade and four others somewhat less delicate, as well as an automatic water still for supplying the required distilled water for analytical work. The stockroom contains ample glassware and chemicals for individual work in the inorganic, organic and analytical courses.

Physics—In this laboratory, apparatus is provided for individual work in mechanics, heat, light, sound, magnetism and electricity. The apparatus includes a Hart optical disk, a standard steel meter stick, a wire testing machine, tortion apparatus, vapor pressure apparatus, harmonic motion apparatus, Wheatstone bridges, a laboratory electrical transformer, a barometer, a Westphal balance, a one-horse-power electric motor, static machines, "X-ray" tubes, organ pipe, sonometer, diffraction apparatus, an electrically driven Nelson vacuum and pressure pump, and other modern standard equipment.

Biological—In these are provided dissecting sets and microscopes for work in botany and zoölogy. There are two compound microscopes, one with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoölogical specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

DOMESTIC SCIENCE

Sewing Room—The Sewing Room is equipped with Singer sewing machines, tables, mirror, and such other equipment as is necessary for the work in that department.

Kitchen—The Domestic Science Kitchen is fully equipped with gas stoves, ovens, water, dishes and cooking utensils.

MATHEMATICS—Hardwood models of the various geometric forms are provided. Drawing boards and accessories are provided for classroom work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

MUSIC—The College owns eight upright pianos, and the chapel is graced with a concert grand for public services and concerts.

POWER PLANT AND SHOP—For lighting, the College owns a forty-horse-power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one

screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood-working tools.

Fire Protection—The buildings are furnished with twenty hand chemical fire extinguishers. The students are instructed in the use of these at the beginning of each session. Large water pipes run into the buildings with water hose attached on each floor.

SANITATION

All the water used for drinking purposes at the College comes from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is 100 feet deep and furnishes pure, soft water from the deep-lying sandstone. This is used in the dining-room. The College has a modern sewerage system, extending half a mile to Richland Creek. The bread and pastries used are baked in the College Bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT

Proper control and guidance of a student body are of such great importance that too much attention can not be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Coöperation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen can not well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the term.

The student's dress should be simple, not elaborate or faddish. The dormitory student is required to keep his room and its contents in good condition. Students' rooms are subject to inspection by proper authorities at any time.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the College. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property. A deposit is required. See *expenses.*

The use of tobacco, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

RELIGIOUS INTERESTS

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philanthropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Forty minutes each school day are spent in whole-hearted singing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after

the best Christian type. Revivals are also a part of our religious program. All students are urged to become Christians and to unite with some church. Nearly every student not previously a Christian becomes converted.

Thursday evenings, between supper and study hour, we have a people's meeting of Scripture, prayer, singing, testimony and praise.

All students are required to attend Sunday School and Sunday morning preaching services, also the revival services in the college.

WRITING AND SPELLING

All students whose writing is not reasonably legible and whose spelling is not fairly good will be required to take special work in these branches until they reach a reasonable efficiency. There will be an extra tuition fee of $1.00 a month for each. Students will be excused from these classes at the end of any month in which they have reached the required standard.

DROPPING WORK

After once enrolling in a class the student can not drop the work except by the consent of the President or Dean and the teacher in charge.

MAIL

The College mail carrier will collect all out-going mail from the dormitories and Administration Building each morning and afternoon and will deliver the in-coming mail likewise.

THE JOSHUA S. AND ELIZABETH TAYLOR SCHOLARSHIPS

The Rev. Joshua S. Taylor and Mrs. Elizabeth Taylor, of Middleburg, Ky., left to Union College the sum of $3,100, the income of which is to be used to help men studying for the ministry in the Methodist Episcopal Church in Kentucky.

The Board of Education has ruled that this money may be spent on the basis of need together with the promise of future service to the Church. That is to say, a young man who is studying for the ministry in the Methodist Episcopal Church, who needs some financial assistance, and who has promise of making a useful man, will receive help, rather than the man who needs no financial help or the man who is comparatively indifferent about his call to the ministry. It is a real pleasure to help the young man who is dead-in-earnest and needs help.

Application for a Taylor Scholarship should be made to the President of the College.

ATHLETICS AND PHYSICAL TRAINING

Athletics at Union College will be kept on a very high ethical plane and everyone participating will be in a character-building exercise as well as wholesome sport. Interclass games are one of the leading features of athletics at Union College. Almost everyone that has any desire for athletics has a splendid opportunity to play.

Union always has good teams. The whole College and community like sports.

All students are required to take two hours a week in physical training under one of the physical trainers. The gymnasium is supplied with all kinds of apparatus for giving the needed exercises. Every student will be taught to swim. The pool is open to boys three days a week and to girls three days a week. The water is kept in a pure condition by changing, filtering, and chemical treatment.

BOARDING STUDENT'S OUTFIT

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for bureau and washstand. The young men will provide for single beds. Sheets should be three yards long.

Expenses

All bills are charged by the semester and are payable in advance. It is expected that bills be paid when the student enrolls. They must be paid within ten days or the student will be dropped from school.

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term or fewer than two lessons a week, the lessons will be at a higher rate than by the term.

Credit for board will be allowed at the rate of $3.50 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition and board for a semester. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See pages 16-19 for Government Boarding Student's Outfit and Dress.

TUITIONS

	First Semester	Second Semester
College	$25.00	$25.00
Academy	20.00	20.00
Normal	20.00	20.00
Expression—Two lessons a week	27.00	27.00
One lesson a week	15.00	15.00
Typewriting	11.00	11.00
Piano—Two lessons a week	30.00	30.00
One lesson a week	18.00	18.00
Voice—Two lessons a week	30.00	30.00
One lesson a week	18.00	18.00
Harmony or History	10.00	10.00

LABORATORY AND RENTAL FEES

	First Semester	Second Semester
General Science and Botany	$ 0.75	$ 0.75
Zoology	3.00	3.00
Physics	3.00	3.00
Chemistry 1	4.00	4.00
Chemistry 2	6.00	6.00
Piano rental, one hour daily	4.50	4.50
Domestic Science, Cooking	3.00	3.00
Domestic Science, Sewing	1.50	1.50

BOARD AND ROOM

	First Semester	Second Semester
Board and room, including light, heat, water, and mail service	$90.00	$90.00

MISCELLANEOUS

Breakage deposit in Boys' Hall, refunded when key is turned in if everything is in good condition.....$5.00
Same, in Girls' Hall..... 2.00

All girls living in Speed Hall will pay fifty cents a semester for the use of electric irons for ironing and pressing.

Special Examination 1.00
College, Academic, Music, Art or Expression Diplomas.... 5.00
Gymnasium and Student Activity fee (paid by all students), per semester 7.50
Certificates in Music Courses..... 1.00

Total expenses for board and room, tuition and Gymnasium and Student Activity fee for the different departments are as follows:

	First Semester	Second Semester	Year
College	$122.50	$122.50	$245.00
Academy or Normal	117.50	117.50	235.00

NOTE—Special consideration in tuition is given children of ministers.

A number of scholarships covering tuition in Academy or College have been provided for ministerial and missionary students who need help in getting an education. Write for particulars.

REFUNDING

No fees will be refunded.

No tuition will be refunded. But in case of protracted sickness when the student has to drop out of the term's work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

College of Liberal Arts and Science

ADMISSION

Graduates from our Academy, and from accredited high schools and academies, will be admitted to the Freshman class.

Fifteen units of high school work are required for entrance to the Freshman year of the College. A subject pursued daily with forty-minute recitations, or four days a week with fifty-minute recitations for a school year of at least thirty-six weeks constitutes a "unit." Some of the units are required and others elective as follows:

REQUIRED

Algebra	1½
Geometry	1
*English	3
Science	1
History	1

ELECTIVES

Latin	1 to 4
French	2
Spanish	2
Solid Geometry	½
Physics	1
Physical Geography	½
Botany	½ or 1

ELECTIVES

Zoology	½ or 1
History	1
German	2
Physiology	½
Chemistry	1
General Science	½ or 1
Greek	2
English Bible	½ to 2
Bookkeeping	1
Domestic Science	1 to 2
Manual Training	1
Mechanical Drawing	1
Economics	½
Psychology	½
Music	1 or 2
Expression	½ or 1

REQUIRED

ENGLISH GRAMMAR AND RHETORIC—One unit. Every applicant must be able to write clear and correct English, and no applicant will be accepted in English whose work is seriously defective in spelling, punctuation, grammar and paragraph structure. The proper preparation for this part of the requirement is practice in composition through the four preparatory years, with correction of themes by the teacher and revision by the pupil. Subjects for themes should be taken from the books prescribed for general reading below, and also from the pupil's observation

*Students entering the College with three credits in English must have had the intensive study indicated on page 25.

and experience. Practice should be afforded in writing narration, description, exposition and argumentation. Applicants should be familiar with those principles of Rhetoric which are most helpful in elementary composition: viz., the principles of sentence structure, outlining, paragraphs and choice of words. The amount and kind of work required is indicated in Lockwood and Emerson's Composition and Rhetoric. Hill's Rhetoric or Brooks' English Composition and Rhetoric.

ENGLISH CLASSICS (A) FOR READING AND PRACTICE. ONE UNIT

The applicant is expected to give evidence of a general knowledge of the subject matter and to answer simple questions on the lives of the authors.

The books set for this part of the entrance requirements in 1917 will be:

GROUP 1—Classics in Translation. Two to be selected. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Aeneid, The Odyssey, Iliad and Aeneid should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP 2—Shakespeare. Two to be selected.

Shakespeare's "Midsummer-Night's Dream;" "Merchant of Venice;" "As You Like It;" "Twelfth Night;" "The Tempest;" "Romeo and Juliet;" "King John;" "Richard II;" "Richard III;" "Henry V;" "Coriolanus;" "Julius Cæsar;" "Macbeth;" "Hamlet."

N. B.—The last three only, if not chosen for study.

GROUP 3—Prose Fiction. Two to be selected.

Malory's: "Morte d'Arthur;" Bunyan's "Pilgrim's Progress," Part I; Swift's "Gulliver's Travels," (voyages to Lilliput and to Brobdingnag); Defoe's "Robinson Crusoe," Part I; Goldsmith's "Vicar of Wakefield;" Frances Burney's "Evelina;" Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's "Castle Rackrent," or the "Absentee;" Dickens' Novels, any one; Mrs. Gaskell's "Cranford;" either Kingsley's "Westward Ho!" or "Hereward the Wake;" Reade's "The Cloister and the Hearth;" Blackmore's "Lorna Doone;" Hughes' "Tom Brown's Schooldays;" either Stephenson's "Treasure Island," or "Kidnapped," or "The Master of Ballantrae;" Cooper's Novels, any one; Poe's "Selected Tales;" either Hawthorne's "The House

of Seven Gables," or "Twice Told Tales," or "Mosses from an Old Manse." A collection of short stories by various standard writers.

GROUP 4—Essays, Biography, etc. To be selected.

Either the "Sir Roger de Coverley Papers," or "Selections from the Tatler and The Spectator," (about 200 pages); "Boswell's Selections from the Life of Johnson," (about 200 pages); "Franklin's Autobiography;" either "Irving's Selections from the Sketch Book," (about 200 pages), or "The Life of Goldsmith;" "Southey's Life of Nelson;" "Lamb's Selections from the Essay of Elia," (about 100 pages); "Lockhart's Selections from the Life of Scott," (about 200 pages); "Thackeray's Lectures on Swift, Addison and Steele in the English Humorists;" Macaulay; one of the following essays: "Lord Olive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," or "Madame d'Arbley," Trevelyan's "Selections from Life of Macaulay" (about 200 pages); (about 150 pages); "Dana's Two Years Before the Mast," "Lincoln's Selections," including at least two Inaugurals, the "Speeches in Independence Hall and at Gettysburg," the "Last Public Address," and "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman's "The Oregon Trail;" Thoreau's "Walden," Lowell's "Selected Essays," (about 150 pages); Holmes' "The Autocrat of the Breakfast Table;" Stevenson's "Inland Voyage, and Travels with a Donkey;" Huxley's "Autobiography and Selections from Lay Sermons," including the address on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk;" a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP 5—Poetry. Two to be selected.

Palgrave's "Golden Treasury" (First Series); Books II and III, with special attention to Dryden, Collins, Cowper, Gray and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's "The Traveler and the Deserted Village;" Pope's "The Rape of the Lock;" a collection of English and Scottish Ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge's "The Ancient Mariner," "Christabel and Kubla Khan;" Byron's "Childe Harold;" "Canto III or IV," and the "Prisoner of Chillon;" either Scott's "The Lady of the Lake" or "Marmon;" Macaulay's "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry;" either Tennyson's "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home

Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—," "The Pied Piper," "Instans Tyrannus;" Arnold's "Sohrab and Rustum," and "The Forsaken Merman;" Selections from American Poetry, with special attention to Poe, Lowell, Longfellow and Whittier.

ENGLISH CLASSICS (B) INTENSIVE STUDY. ONE UNIT

Preparation for this part of the work includes thorough study for each of the works named below; a knowledge of the subject matter, form, and structure. The books set for entrance requirements in 1917 will be:

GROUP 1—*Drama.* One to be selected.

Shakespeare's "Julius Cæsar," "Macbeth," "Hamlet."

GROUP 2—One to be selected.

Milton's "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas;" Tennyson's "The Coming of Arthur," "The Holy Grail," and the "Passing of Arthur;" the selections from Wordsworth, Keats and Shelley in Book IV of Belgrave's "Golden Treasury" (First Series).

GROUP 3—*Oratory.* One to be selected.

Burke's "Speech on Conciliation with America;" Macaulay's "Two Speeches on Copyright," and Lincoln's "Speech at Cooper Union;" "Washington's Farewell Address," and Webster's "First Bunker Hill Oration."

GROUP 5—*Essays.* One to be selected.

Carlyle's "Essay on Burns," with a selection from Burns' Poems; Macaulay's "Life of Johnson;" Emerson's "Essays on Manners."

ALGEBRA—The Equivalent of Mathematics I (b) and (c) and II (a), (b) and (c) in the Academy.

GEOMETRY—The equivalent of Mathematics III in the Academy.

HISTORY—History I in the Academy or an equivalent in General History.

The required unit in Science will be Botany, Physics or Chemistry.

BOTANY—One unit. This course should be both technical and practical, and include a microscopic study of the cells and tissues of the plant, including root, stem and leaves, lectures, field and laboratory work on algae, mosses, ferns, gymnosperms and cryptogamous plants taken up in the Spring Term. Bergen's Essen-

tials in Botany, or a similar text, indicates the ground to be covered.

PHYSICS—One unit. The equivalent of the work in Millikan and Gale's First Course in Physics. Laboratory notebook should be presented.

CHEMISTRY—One unit. An introduction of general chemistry. The student should be familiar with the common elements and inorganic compounds and in an elementary way with the theory of chemistry. The instruction must include both textbooks and laboratory work and extend over a period of one year. Notebooks must be presented.

ELECTIVES

GREEK—First unit. White's First Lessons in Greek or First Greek Book, or, an equivalent. The reading and translation of the first six chapters of Xenophon's Anabasis. Special attention should be given to pronunciation, accent, inflection, and the general essentials of grammar.

GREEK—Second unit. Goodwin's or Hadley and Allen's Greek Grammar; any standard edition of Xenophon's Anabasis; Sones' Greek Composition, or Sidgwick's Greek Writer. Systematic and thorough study of Greek grammar; special drill in syntax; the translation of books I, II, III, and IV of the Anabasis; thorough drill in Greek Composition; history of the period in which Xenophon lived.

LATIN—Two to four units. See Latin I, II, III, and IV in Academy.

GERMAN—Two units. A thorough knowledge of the rudiments of German grammar; ability to read prose or poetry of moderate difficulty; ability to translate simple English sentences into German; the reading of at least three hundred pages of prose; translation of matter based on the text read; memorizing of selected poems, practice in writing and speaking German.

HISTORY—One unit. A year of High School work in English History, American History and Civics, or Medieval and Modern History.

SCIENCE—One unit. Another of the Sciences already mentioned, or Physiography, General Science, Agriculture, Domestic Science, or other acceptable subject. The time spent and the amount of field work and experiments done will determine the amount of credit.

PHYSIOLOGY—One-half unit. The equivalent of Martin's Human Body. (Briefer course.)

ENGLISH BIBLE—One-half to two units. Work presented from standard Bible schools will be accredited on proper basis.

SOLID GEOMETRY—One-half unit. The work of some standard text.

ECONOMICS—One-half unit. The practical study of some text like Laughlin's Political Economy.

PSYCHOLOGY—One-half unit. A half year's work completing a text like Halleck's Psychology and Psychic Culture.

BOOKKEEPING—Mechanical Drawings, Manual Training, Domestic Art or Science, and Successful Teaching Experience may be credited as electives, one-half unit or one unit each, according to the grade and amount of work done.

MUSIC—One or two units. See Music Department.

CONDITIONED STUDENTS

Students who are conditioned on entrance work will take studies in the Academy to remove such conditions, but may also take such studies in the Freshman year of the College as time and previous work will admit. However, if a student who has the required English, Mathematics and Foreign Language thinks he has a good reason why he should leave some conditioned work behind for a time, he may take the question up with the President, but in no case may the conditioned work be left later than the Sophomore year of his College course.

ADMISSION TO SPECIAL STUDENTS

As a rule students desiring to pursue college work will be entered in a regular class looking toward graduation, yet under exceptional circumstances students who are not candidates for a degree may be permitted to take selective studies. However, such students must satisfy the faculty that they are able to take with profit the work selected. Each case will be decided on its own merits.

ELECTIVE WORK

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than twelve hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the Semester plan will be accredited at proper ratio. No student should expect to receive full credit for work done at institutions not having equal entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

REQUIREMENTS FOR GRADUATION

The Bachelor of Arts Degree (A.B.) will be conferred upon the completion of 128 term "hours," including the required work and a major and two minors to be chosen by the student at the beginning of the Sophomore year.

The "hour" is the work done in a class meeting one period each week for a semester.

The required work is listed and the amount of elective work is stated under the curriculum. When the major and minors are selected the amount of elective work will be reduced accordingly.

A major subject and two minor subjects must be chosen at the beginning of the Sophomore year. One must be correlated to the major subject. The other minor may be selected from any field approved by the professor in charge of the major subject together with the President.

The work in the major subject will cover not less than eighteen hours above elementary courses and a minor not less than twelve hours.

It is urged that every student take at least one good course in History and a first course in Physics, Chemistry, and Biology unless a good course in each has been taken in High School.

The one hundred twenty-eight semester hours of work must be of such a character as to make at least one hundred twenty-eight "points" on the following scale:

One term-hour completed with a grade A counts three points.

One term-hour completed with a grade B counts two points.

One term-hour completed with a grade C counts one point.

Grades below C do not count for points.

EXAMINATIONS AND GRADES

Examinations are held at the close of each term and the examination, together with the daily grade constitute the term grade. Grades are reported in letters as follows: A, B, C, D, E, and F. Grade A means *excellent;* grade B means *good;* grade C, *fair;* grade D, *passed;* grade E, *conditioned;* grade F, *failed.* If the student is carrying extra work no D grade and only one C grade a term will count towards graduation. No completed course will be marked E. Only a continued course will be marked E when the teacher thinks the student may make up the deficiency before the course is completed. If the student does not make up the deficiency the whole course will be marked F. A grade of F means

that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Credit toward graduation will not be given on a course not completed, except in certain courses where the work done will justify.

An order for special examination may be obtained at the Office by paying a fee of $1.00. Examinations other than those set for the class shall be classed "special examinations," and can not be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

HONORS IN SCHOLARSHIP

Honors in scholarship are recorded on the diplomas of the students winning them, and published on the Commencement program.

Honors in General Scholarship—two grades of honors, designated respectively as honors (*cum laude*) and high honors (*magna cum laude*) are conferred at graduation upon students who satisfy the following conditions of scholarship:

Honors in general scholarship are awarded to those students who have attained a grade of A in 66 hours of the total required for graduation, and a grade not lower than B in 40 hours more.

High honors are awarded to those students who have attained the grade of A in 106 hours of the total required for graduation.

Students completing more than 128 hours for graduation, must attain the same ratio of hours in A and B.

Students coming from other colleges may receive general honors on completing two years of resident study and satisfying the conditions of scholarship prescribed by the Faculty; provided they furnish also such evidence

of high scholarship in the institution from which they came as may, in the judgment of the Faculty, entitle them to become candidates for honors under the regulations.

CURRICULUM

Freshman

FIRST SEMESTER		SECOND SEMESTER	
English Composition	3	English Composition	3
Mathematics or Science	3 to 5	Mathematics or Science	3 to 5
*Foreign Language	3 to 4	Foreign Language	3 to 4
Bible	2	Bible	2
†Electives	3	Electives	3

Sophomore

English Literature	3	English Literature	3
Mathematics or Science	3 to 5	Mathematics or Science	3 to 5
History	3	History	3
Bible	2	Bible	2
Electives	3 to 5	Electives	3 to 5

Junior

Philosophy	3	Philosophy	3
Electives	13	Electives	13

Senior

Electives	16	Electives	16

When the major subject has been chosen, and that should be done at the beginning of the Sophomore year, the electives in the other years will be reduced by the major and minor requirements.

*Every student will be required to take fifteen hours of foreign language during the College course, and if less than four units of foreign language have been offered for entrance at least nine additional hours will be required.

†Those expecting to make a certificate to teach before finishing their college course should take three hours in Education.

College Department of Instruction

ENGLISH

The English work is fundamental to all other courses. All students are required to take courses 1 and 2 and are encouraged to take as much more as they have time to give to that field.

Students majoring in English will take courses 1, 2, and 3 and elect at least twenty hours more from the other courses under the direction of the head of the department.

For a minor in English take courses 1, 2, and at least fifteen hours more selected under the advice of the department.

Those majoring in English will take one minor in Greek, Latin, French, German or History.

ENGLISH 1—*Composition.* The chief purpose of this course is to train the student in the use of easy, idiomatic English. It is believed that successful instruction in Rhetoric depends not so much upon precept as example and practice; so the student is encouraged to write freely upon subjects that appeal to him, and that spring naturally from the interests and activities of his daily life. The instructor corrects each paper in detail, and makes appointments with each student for private consultation as he sees fit. The instruction is made extremely flexible, and freshness and variety of methods are constantly sought. Required of all Freshmen.

Three hours a week throughout the year.

ENGLISH 2—*Literature.* This course aims to give a rapid survey of the development of English Literature from Beowulf to the present time, as a basis for all further study of Literature. Collateral reading with reports is a regular part of the work. Required of all Sophomores.

Three hours throughout the year.

ENGLISH 3—*Elements of Literary Criticism.* A study of the underlying principles of criticism with abundance of opportunity to apply those principles to literature itself.

Three hours throughout the year.

Courses 1, 2, and 3 are prerequisites of all other courses in English.

ENGLISH 4—*Scribblers' Club.* This course is open to all college students who like to scribble. Its purpose is to develop fluency, to enlarge vocabulary, to help the student to perfect his own style by study of usage and principles underlying all forms of writing, and by the study of present-day literature as found in some of our best current literature. Some attention is given to Journalism. The Club is called in from time to time to furnish college news and articles of interest for our school paper and for the local press.

Two hours throughout the year.

ENGLISH 5—*History of the English Language with Word Study* This course aims to give students a vital interest in their own language as a medium of expressing their own thoughts and feelings, with an ever-increasing delight in acquiring new words for every day use.

Two hours throughout the year.

ENGLISH 6—*Nineteenth Century Poetry.* A study of the period of transition from the later Romanticism to the spirit of the nineteenth century proper will precede the regular work which will include a detailed study of the poetry of Arnold, Clough, Browning, Tennyson, Rossetti, and Swinburn, with frequent excursions into the poetry of England today.

Three hours throughout the year.

ENGLISH 7—*Nineteenth Century Prose.* This course parallels Course 6, covering the prose work of Newman, Arnold, Ruskin, Carlyle, Macaulay and others.

Three hours throughout the year.

ENGLISH 8—*Poetry.* The first semester is devoted to the Study of the Lyric, from Shakespeare, including the present day; the second semester to a careful Study of the Epic, concluding with Milton's "Paradise Lost."

Three hours throughout the year.

ENGLISH 9—*Browning and Tennyson.* One-half year will be given to each of these great representatives of the nineteenth century spirit.

Two hours throughout the year.

ENGLISH 10—*English Poetry.* The fall term in this course will be devoted to a study of English Lyrics from Shakespeare to the present time; the winter term will be given to a study of the drama of Shakespeare; the spring term will be given to a careful study of the Epic, as represented by Milton's "Paradise Lost."

Three hours throughout the year.

ENGLISH 11—*Drama.* The first semester: a study of Shakespeare as the greatest of all English dramatists; the second semester covers the transition period from Shakespeare to Ibsen, and makes a thorough study of Ibsen and the drama of today.

Three hours throughout the year.

ENGLISH 12—Epics in Translation. The Iliad, the Aeneid and the Divine Commedia are studied in translation.

Two hours a week throughout the year.

ENGLISH 13—*Classic Drama in Translation.* This course will cover the great tragedies and comedies of the Greek and Roman Literature.

Two hours throughout the year.

ENGLISH 14—*English Novel I.* Only students who have time for much outside reading should elect this course. It will include representative novels from Richardson to George Eliot.

Two hours throughout the year.

ENGLISH 15—*English Novel II.* This course continues the work of Part I and will include the novels of Stevenson, Kipling, Hardy, McCleod, Gissing, Sinclair, Wells, and others.

Two hours throughout the year.

ENGLISH 16—*Eighteenth Century.* This course covers a thorough review of the Restoration, the development and decline of the spirit of Classicism.

Two hours throughout the year.

ENGLISH 17—*Method of Teaching English.* Open only to those who expect to take up English teaching in the High school.

Two hours throughout the year.

ENGLISH 18—*The Bible as Literature.* This course aims to teach as literature, the stories, the poetry, the drama, with something of the philosophy of the Bible, applying the principles of literary art to the greatest single collection of literature in the world. Elective for Sophomores, Juniors, and Seniors.

Two hours a week.

ENGLISH BIBLE, THEOLOGY, AND LIFE SERVICE

The work in Bible is a literary, historical, social and devotional study of the English Bible with a view to making scholarly and genuine Christian citizens. The work is presented with such thoroughness and appreciation as to remove a too frequent feeling that such study is not worthy of the time of people of affairs.

The work in Theology is designed especially for ministerial students, but any student will find these courses of

real benefit in a general as well as in a specific way. The grounding of belief is a great and steadying asset in living a consistent and forceful life.

This is not supposed to be a theological seminary course, but it is offered as a training which will meet the needs of the man or woman who wants some help in Christian work before going to a theological seminary. Also, there are thousands of efficient workers who can not and who never hope to get a complete College training. Again, a course in a System of Christian Doctrine is as valuable as a mind and character builder as almost any college course one could take.

Thirty hours in this department, including twelve hours of Bible, will constitute a minor. Theology I is designed for beginners and will not be credited in the College Department.

BIBLE 1—*Life and Teachings of Christ.* The four gospels are carefully studied with view to ascertaining the facts about the life of Jesus and his sayings from the oldest sources. Also this course takes up in the second half of the year a study of the social and ethical teachings of Jesus as given in the gospels.

Two hours throughout the year.

BIBLE 2—*Early Hebrew Life and Literature.* A study of the Pentateuch with view to getting the point of view of the early Hebrews and their social, political and religious standards as revealed in the narratives and laws from the creation to the death of Moses. The second half of the year will be given to the study of the golden age of Hebrew History as given in Samuel, Kings, and Judges. Beginning with the entrance to the promised land and continuing to the close of Solomon's reign a careful study is made of the Hebrew life and nation as it passed from stage to stage.

Two hours throughout the year.

BIBLE 3—*Old Testament Prophets.* Their times, the needs of the people, their spirit, and their message. Designed for College students only.

One hour throughout the year.

BIBLE 4—*Pauline Epistles.* The social, devotional, ecclesiastical, philosophic and doctrinal problems of the early Christian Church. Paul's Epistles largely constitute the matter for study. Open to College students only.

One hour throughout the year.

THEOLOGY I—*The Pastor and His Church.* This course deals with the activities, organizations and methods of work in the church; and the pastor's practical and personal relation to them.
Two hours a week throughout the year.

THEOLOGY 2—*Homiletics.* This course is practical but will be made as literary as possible. A careful study of sermonizing, making of outlines, writing of briefs and sermons. Lectures by the instructor and some good text, such as Broaddus, Kern or Pattison.
Two hours a week throughout the year.

THEOLOGY 3—The first part of the course will be a careful study of Theism as a fundamental to Christian philosophy. When the fundamental is well established the course will proceed to build up a well constructed system of Christian doctrine. The basis for this course will be Sheldon's System of Christian Doctrine, collateral reading, lectures and discussions.
Three hours a week throughout the year.

THEOLOGY 4—*History of the Christian Church.* Deals with the rise and development of the early church; the mediaeval period, including the growth of the Papacy; the German Reformation; and subsequent denominationalism.
Four hours per week throughout the year.
Credit given by the semester.

THEOLOGY 5—*Biblical Hermeneutics.* This offers a study of the laws by which the Bible may be explained. It consists of first, introduction to Bible interpretation, the study of Bible languages, inspiration, textual criticism, and the qualifications of an interpreter; second, a study of the principles of Bible interpretation; third, the History of Bible interpretation from the ancient Jewish down to the present time.
Two hours a week throughout the year.

THEOLOGY 6—*Comparative Religions.* This course will consist of a comparative study of the great world Religions, with special emphasis upon the three great Missionary Religions, Buddhism, Mohammedanism, and Christianity.
Two hours a week throughout the year.

THEOLOGY 7—*Missions.* An outline study of early missions in the early and mediaeval periods of church history, to be followed by a more extensive study of Protestant missions throughout the world. Particular fields may be given special attention if so desired.
Two hours per week throughout the year.

FRENCH

The aim of these courses is to give the student a knowledge of the language both written and spoken, to appreciate the literature, a general knowledge of the history and development of the languages.

For a major in French take courses 2, 3, and 5. Students majoring in French are advised to take course 4 also.

For a minor in French take courses 2, and 3 or 5.

A student majoring in French will take one minor in Latin, Greek, Spanish or German.

FRENCH 1—*Elementary French.* Fraser and Squair is used as a grammar and reference book. Oral conversation and written work. Reading of one easy prose book.
Four hours throughout the year.

FRENCH 2—*Intermediate French.* Reading of such authors as Mérimee, Dumas, George Sand, Labiche and Martin. Memorizing of poems. One paper written in French. Conversational French to a large extent.
Three hours throughout the year.

FRENCH 3—*French Literature in First Half of Nineteenth Century.* Study of Victor Hugo, Lamartine, Alfred de Vigny, Alfred de Musset, Chateaubriand. Study of the literature of this period by collateral reading. Open to students who have completed Course 2.
Three hours throughout the year.

FRENCH 4—*French Prose Composition.* This course aims to give the student a better knowledge of writing and speaking French. Open to students who have completed Course 2.
Two hours throughout year.

FRENCH 5—*French Literature.* A study of Drama. The reading of such writers as Corneille, Racine, Moliere. Outline of the literature of this period.
Three hours throughout the year.

GERMAN

The method and purpose is the same as with French.

For a major in German take courses 2, 3 and 5. Students majoring in German are advised to take course 4 also.

For a minor in German take courses 2, and 3 or 5.

Those majoring in German will take one minor in Latin, Greek, French or Spanish.

GERMAN 1—*Elementary German.* This course embraces a thorough knowledge of pronunciation, forms, and elements of German Grammar. Text used is "Kayser and Montessers' Foundation of German." The reading of easy prose. "Sturm's Immensee" is read during last term. Conversation used whenever possible.

Five hours throughout the year.

GERMAN 2—*Intermediate German.* The reading of easy classics and conversation.

Three hours throughout the year.

GERMAN 3—*German Short Story.* Reading of such authors as Eichendorf, Sturm, Ludwig. Some more advanced prose work.

Three hours throughout the year.

GERMAN 4—*German Composition.* Writing of short exercises into German. Conversation. Dictation. Open to students who have completed Course 2.

GERMAN 5—*German in Eighteenth Century.* Reading of Goethe, Lessing and Schiller.

Three hours throughout the year.

GREEK

To major in Greek take courses 2, 3, and 4.

For a minor in Greek take courses 2, and 3 or 4.

Those majoring in Greek will take a minor in Latin, English, French or German.

The aim of the Department of Greek is to acquire able reading knowledge of the language and an appreciative conception of ancient thought and literature.

The Grammar and Composition are continued throughout the entire course. In order to encourage independent thought and research in the field of literature, works relating to the author and subject under study are encouraged.

GREEK I—*Essentials of Grammar.* In this course special attention is given to mastery of forms, pronunciation, accent and general fundamentals of grammar. Xenophon's Anabasis, Book I and Prose Composition once a week during the spring.

Five hours per week throughout the year.

GREEK 2—*History.* Xenophon's Anabasis. Books II-IV. Grammar and prose composition continued. This course is designed for those who have spent one year in the completion of Course I. Select Orations of Lysias.

Three hours per week throughout the year.

GREEK 3-A—*Epic Poetry.* Selections from Homer's Iliad and Odyssey. Studies and papers on the legends and epic literature of Greece.

Three hours per week for first semester.

Prerequisite, Greek II.

GREEK 3-B—Plato's Apology and Crito: collateral work on the Socratic method and philosophy.

Three hours per week for second semester.

Prerequisite, Greek II.

GREEK 4—*Oratory and History.* Demosthenes: On the Crown; Phillipics. Selections from Herodotus and Thucydides.

Research work and papers required.

Three hours per week throughout the year.

Prerequisite, Greek 3-A or 3-B.

GREEK 5—*Introduction to Greek Tragedy.* Euripides; Alcestis; Sophocles; Antigone; or an equivalent; Aeschylus; Prometheus Bound. Collateral work on the Greek drama.

Three hours a week throughout the year.

Prerequisite, Greek 3.

GREEK 6—*New Testament Greek and Exegesis.* The gospels and the Johannine Epistles are studied. The peculiarities of the text, vocabulary and syntax receive careful attention.

Textbooks—Greek New Testament and Robertson's Grammar of the Greek New Testament.

Three hours a week throughout the year.

Prerequisite, Greek 2.

GREEK 7—*Classical Theatre and Drama.* Lectures and papers on their origin, development and influence. Textbook used.

GREEK 8—*Greek and Roman Civilization.* A genetic and comparative study dealing with the principal phases of its influence upon modern life. Method of pursuit to be determined by the teacher.

Greek 7 and 8 are especially offered for those who have no reading knowledge of the classical languages.

Two hours a week throughout the year.

HISTORY, POLITICAL SCIENCE AND ECONOMICS

Major, 28 semester or 42 trimester hours. Minor, 18 semester or 27 trimester hours. Basic courses, 1, 2, or 3 must be taken before registration is allowed in advanced courses.

Courses in History

COURSE 1—A study of the foundation and development of Modern Europe from the 15th century to the present time. An analysis of the period, dealing with the rise of national states, dynastic and colonial rivalries, and the struggles for constitutional rights. Particular attention is given to the economic, political, and social forces of the period, with a study of the French and other revolutionary movements, the Napoleonic wars and the 19th century. Also a survey of the international situation preceding the World War and a brief review of the issues and results of that war. This course is a prerequisite for the advanced History courses.

Three hours a week throughout the year.

COURSE 2—*Political History of England.* The larger social, economic, and religious movements down to 1688 are studied during the first semester, while the second semester is devoted to a study of colonial and imperial development to the present time. Political and social phases are emphasized in tracing the evolution of this great democracy.

Three hours a week throughout the year.

COURSE 3—*History of the United States.* The colonial period, the French War and the Revolution, the genesis of the Federal Constitution, and the development under the Constitution down to 1815 is given during the first semester. This includes a study of the European background of American history, the development of the social, economic, and political forces in the colonies, and the development of self-determination in government leading to national consciousness. The second semester is given to a study of the period since 1815, featuring the rise and growth of political parties, the struggle between liberal and reactionary forces in American life, Civil War and Reconstruction, the rise of the United States as a world power, and American policies during and since the World War.

Three hours. Not given 1924-1925.

COURSE 11—*Bourbon, France, and the Revolution.* European consolidation and colonial expansion. First semester, 1600-1789. Second semester, 1789-1848. The political and social history covering the great age of the French monarchy under Richelieu

and Louis XIV, its decline during the 18th century, the causes leading to the French Revolution, the chief events of the Revolution, the Napoleonic era, the Reconstruction of Europe at the Congress of Vienna, the conservative reaction under Metternich, and the revolutions of 1830 and 1848.

Three hours a week throughout the year.

COURSE 12—The rise and development of the Ottoman Empire and the rise of the Balkan States. The decline of the Turkish Empire incidental to its despoilation by Russia and Austria during the 18th and 19th centuries, and the importance of Southeastern Europe in determining world policies.

Two hours. Not given 1924-1925.

COURSE 14—*The History of Europe,* 1848-1924. The period of national consolidation and world-wide expansion, the formation of alliances, the Balkan Wars and the Great War; peace problems.

Two hours. Not given 1924-1925.

COURSE 21. *Constitutional History of Great Britain.* Institutional origins and modern constitutional practice. A study of the development of the political institutions of England from the Anglo-Saxon period to modern times. The growth of Parliament, the evolution of the Cabinet, and the prerogatives of the sovereign are emphasized. The organization of political parties, their history and relation to the English democracy is also carefully considered.

Three hours a week throughout the year.

COURSE 22. *Social and Economic History of England,* 1832 *to the Present.* The great social reform era since 1832, which furnished a background for the social legislation of England and other countries since then. Social reconstruction, labor legislation, the Irish problem, Chartism, the new era in expansion, party controversies, etc., are studied.

Two hours. Not given in 1924-1925.

COURSE 31—*The South before the Civil War, the Civil War, and the Reconstruction.* Social distinctions, the cotton kingdom, the black belt, plantation life, treatment of slaves, underground railway, the planter class, slavery and the Church, leadership of Southern statesmen in national affairs, the eve of secession, threatening of war, the Civil War in the light of forces that tended to hasten or obstruct the clash of arms, and reorganization and readjustment up to 1880.

Two hours a week throughout the year.

Courses in Political Science

COURSE 1.—*American National Government.* A study of the principles and structure of American government. Emphasis upon its actual workings and upon current problems. Historical development, organization, powers, limitations, of the government, and treatment of sovereignty, citizenship and nationality, electorate, and governmental powers.

Two hours a week throughout the year.

COURSE 11—*American Constitutional Law, the Police Power, and the Law of Labor.* Judicial interpretation of the Constitution by the case method, relation of state and national governments, control of Interstate Commerce, protection of civil and political rights (due process of law), impairment of contracts, nature of police power, legislation concerning public health, order, and safety, constitutionality of labor legislations; control of combinations of capital, regulation of public service companies, etc. Deals with practical problems of citizenship that every citizen ought to know.

Two or three hours. Not given 1924-1925.

Courses in Economics

COURSE 1—The fundamental principles of economics, and their application in the interpretation of industrial conditions. An analysis of productive forces, exchange from the angles of value, money, banking; principles of distribution determining wages, interest, rent, and profit; rational consumption, luxury, taxation. Current social policies aiming at economic reform.

LATIN

The object of the Freshman year is to learn to read Latin with ease. After that emphasis is given to Roman literature, Philosophy, and Roman life.

For a major in Latin take courses 1, 2, and six hours additional.

For a minor in Latin take course 1 and six hours additional.

Those majoring in Latin will take one minor in English, Greek, French, or German.

LATIN 1—*Literature.* Livy's History, Books XXI and XXII. First semester, Cicero, De Senectute and De Amicitia. Second semester, Prose composition and sight reading.

Three hours throughout the year.

LATIN 2—*Literature.* The Odes and Epodes of Horace. First semester, selected letters of Pliny the younger to illustrate especially the state of Roman society at the close of the first century after Christ.

Three hours throughout the year.

LATIN 3—*Roman Life and Civilization.* Lectures and assigned reading on the public and private life of the Romans. Special emphasis upon the influence of Roman civilization on modern life.

Three hours throughout the year.

Open to all college students.

LATIN 4—*Silver Latin.* Selections from the Satirists, Persius, Juvenal and Petronius. Two hours a week (First semester). *History.* The Annals of Tacitus I-VI, two hours a week (Second semester). Open to those who have had Latin 1.

LATIN 5—*Roman History.* Suetonius' Lives of the Emperors. A more detailed and intimate study of the First Century, A.D. (Two hours a week (first semester). The Histories of Tacitus. The same period of Roman History from a more critical viewpoint. Two hours a week (second semester). Open to those who have had Latin 1.

LATIN 6—*Roman Literature.* A historical and critical survey of Roman literature from the third century B.C. to the fifth century A.D., given by lectures, a text-book, collateral readings in Latin and English. Some brief outline of philology will also be taken up. Two hours a week for the year. Elective for those who have had Latin 1 and Latin 2.

MATHEMATICS

A minor in Mathematics includes courses 2, 3, 4 and 5. If a student has not had solid geometry he will be expected to take course 1. It is the expectation of the College to offer a major in Mathematics later and anyone wishing to major in this field may start now with reasonable assurance of more work added as he gets to it.

MATHEMATICS 1—*Arithmetic.* An advanced course in arithmetic from a teacher's standpoint. A thorough review of the more difficult parts of arithmetic together with the philosophy of the subject. A course especially for teachers preparing for the Advanced Certificate.

Three semester hours.

MATHEMATICS 2—*Solid Geometry.* Lines and planes in space, polyhedrons, cylinders, cones, and spheres, with numerous original exercises. Freshman year.

Two hours, first semester.

MATHEMATICS 2 (*a*)—*Plane and Spherical Trigonometry Continued.* An attempt is made to lay the foundation for further successful mathematical study. An introductory account of the theory of logarithms and preliminary practice of the use of logarithmic tables will be followed by a study of the theory of trigonometric functions and by application of the theory to the solution of the right and oblique plane triangle and of right and oblique spherical triangles. Text: Wentworth and Smith, Spherical Trigonometry.

Three hours, first semester.

(*b*)—*Algebra.* This course presupposes a thorough knowledge of elementary algebra. Chief topics—progressions, logarithms, variables and limits, permutations and combinations, determinants, general properties of equations, and complex numbers. Text: Wentworth's College Algebra.

Three hours, second semester.

MATHEMATICS 3—*Analytic Geometry.* Loci, the straight line, circle, parabola, ellipse, hyperbola, and higher plane curves.

Three hours, first and second semester.

MATHEMATICS 4—*Calculus.* Elements of calculus, including differentiation, integration, maxima and minima, plane curves, areas, and applications to mechanics and astronomy.

Three hours, first and second semester.

MATHEMATICS 6—*Surveying.* Recitations supplemented by lectures and field practice with the compass, transit, level, and other surveying instruments. Attention is given to the best of keeping field notes of surveys, writing descriptions, plotting, computing, and proving work.

Three hours, one semester.

MATHEMATICS 7—*Astronomy.* The principles of astronomy are considered as far as possible without mathematics. Especial attention is paid to the application of physical principles and laws to astronomical reasoning. Much observation of the heavens with and without instruments. The course is cultural rather than technical in its nature. Prerequisites, Physics I and Trigonometry.

Three hours, one semester.

EDUCATION

This department presents several courses in the field of Education in keeping with the most modern and scientific studies in the interest of education.

Students taking the College Elementary Certificate should enroll in Introductory Psychology and Elementary Education. Those taking the Advanced Certificate must take in addition the course in Practice Teaching. For the various high school certificates the students must select the proper number of hours under the advice of the head of the department.

Students majoring in Education for the A.B. degree must take at least twenty-four hours under the advice of the department. For a minor in Education take at least fifteen hours under the advice of the head of the department.

Introductory Psychology—This course is a first course for students in Psychology and Education. It deals with the foundations of psychic life and the fundamental bases of the learning process. Text book, collateral readings, and lectures.
Three hours a week, first semester.

Educational Psychology—This course presupposes the passing of Introductory Psychology. It deals with the various phychological processes in education and life in the light of the best literature in text books, research studies, and educational periodicals. Text books, collateral reading, and lectures.
Three days a week, second semester.

Elementary Education—This course deals with the problems of elementary education as revealed in the study of the curriculum, methods of teaching, school room management, play, and community spirit. This course is required of those taking the College Elementary Certificate or the Advanced Certificate. Text books, collateral readings, and lectures.
Two hours throughout the year.

Principles of Secondary Education—This course deals with such High School problems as curricula, adolescent psychology, vocational guidance, correlation, irregular and exceptional students. Text book, collateral reading, and lectures.
Three hours, first semester.

Teaching High School Subjects—This course presents the theory of teaching together with special study of methods in presenting different High School subjects. Frequent observations will be made of teaching in the Academy. Text book, collateral reading, lectures.
Three hours, second semester.

Mental Tests and Measurements—This course presents briefly the history of mental tests, sifts out the fundamental facts, studies the methods and results of the most successful experiments in the field, and makes demonstration and further study. Text books, collateral reading, and lectures.
Two hours a week throughout the year.

Practice Teaching—This course requires fifty hours of participation and practice teaching together with a number of conferences with the practice teachers and professors in charge. Students taking the Advanced Certificate will do their practice teaching in the grades. Those taking High School certificates will do their practice teaching in the Academy. Readings, lectures, and conferences.

Three hours a week, first semester.

Modern Educational Problems—In this course there is presented a group of modern educational problems which are in more or less of an experimental stage. They are given to provoke creative interest as well as to get information. The group of problems may vary from time to time. Short studies, collateral readings, lectures.

Three hours a week, second semester.

Public School Administration—This course offers studies in all phases of school administration in a brief survey of the work of the public schools. Such problems as selecting teachers, professional ethics, finance, budgeting, community cooperation, discipline, supervised study, home study, moral responsibilities, school spirit, standardization and correlations of work. Text books, collateral reading, lectures.

Two hours a week throughout the year.

History of Education—This course takes a rapid review of Greek, Roman, and Mediæval education and begins more intensively with the Renaissance and the Reformation. Due emphasis is given to educational movements, special types of schools, methods, great leaders, and the effects upon community and national life. Text-book, assigned readings, and lectures. Any student selecting this course should have had Ancient, Mediæval, and Modern European History. Prerequisite: General Psychology.

Three hours a week, first half year.

Philosophy of Education. In this course an effort is made to get the relation of the educational process to biology, psychology, and social well-being of the individual and the race. Educational theory and curricula are critically studied, also the social aspects of past and present educational practices. Prerequisite: General Psychology.

Two hours a week, second half year.

PHILOSOPHY

It is the design of these courses to connect the student with his real world. Professor Royce wisely wrote that one philosophizes when he tries to understand his

world. It is the part of a philosopher to treat life seriously and to feel for the truth sympathetically. The Christian philosopher endeavors to construct a system of logical interpretation based upon the experience of the race in its endeavor to become better. The fundamentals of Christianity are kept in mind and due respect for its contribution to the uplift of the world is maintained.

Those majoring in Philosophy will take courses 1, 2, 3, 4, 5 and nine hours to be elected.

For a minor in Philosophy take courses 1, 2, 3 and nine hours to be elected.

Those majoring in Philosophy will take one minor in History or English.

In no case will any student be enrolled in Philosophy in his Freshman year, and all students are advised to put it off until the Junior year if possible.

PHILOSOPHY 1—*General Psychology.* A comparative study of two leading text-books on psychology. The work of the first half of the term is concerned largely with the physiological side of psychology, and gives special emphasis to consciousness and the nervous system. The second half is given to the study of mental activity, such as retention, disposition, habit, instinct, association, recall, cognition, perception, memory, reasoning, emotion, and will. Text-books: Pillsbury and James.

Three hours, one semester.

PHILOSOPHY 2—*Logic.* A study of the purposes, laws, and limitations of human reasoning, whether deductive or inductive. The course is made as practical as possible. Text: Creighton's Introductory Logic.

Three hours, one semester.

PHILOSOPHY 3—*Ethics.* A critical study of the foundation of moral obligations. The course is designed to give philosophic insight and to build moral character. Moral laws are applied to practical life and correlated with Christian ethics. Comparative study of two standard texts. Lectures.

Three hours, one semester.

PHILOSOPHY 4—*History of Ancient and Medieval Philosophy.* A careful survey of philosophic thought from the early Greeks to the Renaissance. The aim of this course is not so much to master the details of each philosopher as to grasp the funda-

mental of each school and note the effects upon succeeding philosophies and sciences. Text-book, much collateral reading, and lectures.

Open to Juniors and Seniors.

Three hours, first half year.

PHILOSOPHY 5—*History of Modern Philosophy.* Beginning with Descartes and Bacon, the development of philosophic thought and its relation to national ideals are carefully studied. This study should throw substantial light upon the background of modern social, religious, educational, and governmental problems.

Open to Juniors and Seniors.

Three hours, second half year.

PHILOSOPHY 7—*Social Psychology.* A study of social instincts and their relation to organized society. Crowd psychology, the mob, fashion, excursions, behaviour under excitement, under crises both personal and national, the public press, propaganda, and some attention will be given to the psychology of religious experience.

Open to students who have had General Psychology.

Three hours, second half year.

PHILOSOPHY 8—*Philosophic Foundations of Christian Theology.* The first part of the course makes an inquiry into the theistic conception of the world with the thought of establishing that view as a necessary postulate of reason and of human life. The second part of the course offers a philosophic study of the fact and the sense of sin, the incarnation, atonement, miracles, redemption from sin, immortality, etc. The effects of these doctrines will be traced in civilization, and modern problems will be viewed in the light of what Christianity offers as a solution.

Open to Juniors and Seniors.

Three hours throughout the year.

SCIENCE

Every student should have in high school or college at least one good course, with extensive laboratory work, in Physics, Chemistry, and Biology.

For a major in Science take courses 1, 2, 3, 4, and 5.

For a minor take courses 1 and 2, or 3 and 4, and one other.

Those majoring in Science will take one minor in Mathematics.

SCIENCE 1—*Geography.* Theacher's course. A course in fundamental principles designed especially for teachers pursuing the Advanced Certificate, with two years of College work.

Two semester hours.

SCIENCE 2—*Health and Hygiene.* A course in the laws of health as regards the work of the teacher for the betterment of the health of the pupils and the community at large, as an introduction to a course in psychology; emphasis on practical or health aspects. Given by text book and lectures. Required in the Advanced Certificate course.

Three semester hours.

SCIENCE 3—*General Physics.* This is a first course in College Physics and may be taken by students who have not had higher mathematics. It takes up the general properties of matter, wave motion, sound, heat, electricity, magnetism, and light.

Five hours throughout the year.

SCIENCE 4—*Advanced General Physics.* This course aims at delicate precision in the various mathematical problems in the study of mechanics, heat, light, sound, electricity and magnetism. Prerequisites, Physics 1 and Mathematics 2, 3, 4, and 5.

Three hours throughout the year.

SCIENCE 5—*General Inorganic Chemistry.* This course includes lectures, recitation and laboratory work. The mentals and metalloids, together with their more important compounds, are studied. The mentals or base-forming elements are given special attention. In the laboratory the student becomes familiar with apparatus and methods of work. More elaborate experiments to illustrate lectures are performed by the instructor. Two to three hours in class and four to six in laboratory weekly to count as a five-hour course.

SCIENCE 6—*Analytical Chemistry.* (a) Qualitative Analysis. This course comprises the study of behavior of the bases and the acids toward the common reagents, by actually testing each. With the knowledge thus gained the student learns to separate metals and acids into groups and to isolate each. Lectures and recitations will be devoted to discussions of reactions and the study of theories of "solution," "precipitation," "chemical equilibrium," etc.

(b) Quantitative Analysis. This course takes up the quantitative determinations of various basis and acids, moisture of simple compounds, salts, ores, etc. Determinations are gravimetric in the beginning and later volumetric methods will be used. Standard solutions are made by the student himself and tested as to their correctness.

By analyzing twenty "unknown substances," the student fixes the facts in his mind and shows how accurate his knowledge is. The textbook used is McGregory's Manual of Qualitative Chemical Analysis. Laboratory and lectures six hours a week through-

out the year. Course 3 in Inorganic Chemistry, or equivalent is a prerequisite for this course.

Three hours throughout the year.

SCIENCE 7—*General Zoology.* Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amoeba, peramoecium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two or three two-hour laboratory periods a week.

Five hours throughout the year.

SCIENCE 8—*Comparative Vertebrate Anatomy.* A study of selected vertebrate types from Amphioxus to the mammals. The form and development of the different systems of organs are considered in detail. This course is an excellent preparation for the work in human anatomy or for teaching. This course and Science 5 make a good year's course in Biology. Required of medical students. Elective in the College. Recitations two hours, laboratory four hours.

Four hours throughout the year.

SCIENCE 9—*General Histology.* A course in histological, including the processes of fixing, imbeding, staining, technic sectioning and mounting different kinds of tissues. This course also includes an elementary study of the various organ tissues. Elective in the College. Recitations two hours, laboratory four hours.

Prerequisite: At least seven term hours of Biology.

Biology and Disease. This course consists of recitations and lectures on the cause and means of preventing communicable diseases. It aims to give the facts which every person should know concerning tuberculosis, typhoid fever, diphtheria, yellow fever, and other diseases caused by bacteria or protozoa. Elective in the College and Senior Academy year.

Botany. A study of the biology, morphology, and classification of typical plants selected from the different groups. Recitations two hours, laboratory four hours.

Four hours throughout the year.

SCIENCE 10—*Organic Chemistry.* A prerequisite for this course is course 3 in Inorganic Chemistry, or its equivalent. In this course the structure of carbon compounds, deduction of formulas, occurrence, properties, uses, identification, and laboratory practice in their preparation.

Six hours a week throughout the course of a half year are required for laboratory and lectures. The textbook is Perkin and Kipping's Organic Chemistry.

HOME ECONOMICS

HOME ECONOMICS 1—*Household Management.* Study of business pertaining to the home; fundamental principles of Household Science taking up the family income, bank accounts, etc. Factors in the family budget, rent, fuel, food, etc. Legal and Business Status of the Family, real estate, inheritance, business principles in the home.

Text: The Business of the Household, C. W. Tabor.

Two hours throughout the year.

Advanced Household Management—Follows Course 1, advanced course along the same line.

Text: Economics of the Household, Andrews.

Three hours throughout the year.

Food Study—Food values, composition of foods, cost, relation of manufacture to supply and demand, food standards, food budgets, commercial value of foods.

Text: Food Study, Sherman.

Two hours throughout the year.

Laboratory Course in Foods—Preparation of food and good values. Effect of heat on food products, principles of cooking. Companion course to Food Study No. 3.

Two hours throughout the year.

Dietetics—Laboratory and lecture study of foods in their relation to disease, food for the sick and its preparation and serving, food values and diet for special diseases.

Two hours throughout the year.

Home Nursing—Personal hygiene, prevention of illness, care of the sick, care of the room, contagious diseases, what to do before the doctor comes.

Interior Decoration and Costume Design—Study of design as related to costume and interior decoration. History of costume color and line in relation to the wearer. Study of furniture, of color as applied to house interiors, selection of furnishings. Partly laboratory.

Texts: Industrial Arts Design, Varnum. Interior Decoration, Parsons.

Two hours throughout the year.

Normal School

The Normal School is planned to meet the requirements of the State law as an approved Normal School whose graduates upon the completion of certain courses may be granted by the State certificates to teach, in the same manner that graduates from the State Normals receive certificates.

EQUIPMENT

The entire equipment of the College is open to use by the Normal School. This equipment includes good laboratories in Physics, Chemistry, Biology, Domestic Science and Art. Agricultural plots, the Conservatory of Music, Expression, Typewriting, Library, a Training School, New Gymnasium and Athletic Field.

TRAINING SCHOOL.

Union College has made arrangements with the Barbourville City Schools to use the grades for a training school. Our own Academy is used as a training school for High School Certificate Courses. The College helps to select the teachers for the training school. Normal students do observation and practice teaching in the training school.

FACULTY

The Faculty is made up of trained specialists in every department, from the critic teachers in the training school to the head of the Normal School.

SCHEDULE

Since many of the Normal students come after their schools close in January the schedule for the Normal courses will be adjusted to the needs of the students. Some studies will be repeated each term if necessary. Some studies may be taken together with the regular Academy students while others will be run for Normal students only. However, a good student may finish the regular Academy course and the Elementary Normal courses in the time that the average student takes for the Academy alone.

NORMAL SCHOOL LAW

The State Department of Education is authorized to issue the following certificates to Union College students with their several requirements and privileges as set forth in the law:

ELEMENTARY CERTIFICATES

Provisional Elementary Certificate of first class, valid for two years in any elementary school of the state, given on the completion of eight units of prescribed and elective work; four of which must be earned during two full semesters' residence at the institution, the remaining four to be completed during summer sessions or accepted from accredited institutions of secondary rank.

Standard Elementary Certificate, valid for three years in any elementary school of the state, given on the completion of sixteen units of prescribed and elective work; four of which must be earned in residence during two semesters' residence at the institution, the remaining twelve to be completed at this institution during regular sessions or accepted from other accredited secondary institutions.

College Elementary Certificate, valid for two years in any elementary school in the state, given on the completion of not less than sixteen semester hours' work in the college field, with five hours in Education, and eighteen weeks attendance.

HIGH SCHOOL CERTIFICATES

Standard High School Teachers' Licenses. (a) A standard high school teachers' license of "first issue," valid for three (3) years and eligible, on or before the date of its expiration, to be exchanged for a standard high school teachers' license of "second issue," provided the holder has satisfied the requirements for same, shall be issued by the State Board of Examiners to any applicant who submits with his application for a high school teachers' license a certified transcript of college credits showing graduation from a standard senior college or normal school, including at least nine (9) semester hours of education.

(b) A standard high school teachers' license of "second issue," valid for life, shall be issued to any applicant who submits with his application for same a standard high school teachers' license of "first issue" and a certified transcript of college credit showing at least twenty-four (24) hours of education.

Provisional High School Teachers' Licenses. (a) A provisional high school teachers' license of "first issue," valid for three (3) years and eligible, on or before the date of its expiration, to be exchanged for either a provisional high school teachers' license of "second issue" or any issue of standard high school teachers' license, provided the holder has satisfied the requirements for same, shall be issued by the State Board of Examiners to any applicant who submits with his application for a high school teachers' license a certified transcript of college credits showing graduation from an accredited junior college, including at least nine (9) semester hours of education.

(b) A provisional high school teachers' license of "second issue," valid for three (3) years, shall be issued by the State Board of Examiners to any applicant who submits with his application for a high school teachers' license a certified transcript of college credits showing senior standing in a standard senior college or normal school, including eighteen (18) semester hours of education.

Validity of High School Licenses. Any standard or provisional high school teachers' license shall be evidence of qualifications to teach in any public school in the state, the seventh and eighth grades included.

REPORT OF COMMITTEE ON SECONDARY NORMAL SCHOOL COURSES

That the sixteen-unit course of study for secondary normal schools should be a four-year course.

That the standard load assigned to students shall be four subjects, meeting five hours per week, for which two units of credit is allowed for each semester, and a maximum of five hours of drill work is required, with no preparation outside of class, for which one-fourth unit of credit per semester should be given. The maximum load allowed shall be five subjects with drills, five hours per week, as stated above, provided credit in advance of two units per semester is conditioned upon students making a mark of C or above in all subjects taken.

That the standard class period shall be fifty minutes in the clear.

That admission from the eighth grade shall be upon the same basis as is customary in admitting into standard high schools.

That students from non-accredited high schools shall be admitted either upon examination or upon trial in classes for such length of time as to indicate student's ability.

That no practice teaching be required of applicants for the eight-unit certificate, but that fifty hours of practice teaching be required of students wishing to take out the sixteen-unit certificate.

That the four units of credit required, to be made in residence by the applicant for the eight-unit certificate, shall include Rural School Management, Methods and Observation, and such elementary school subjects as may be agreed upon by the dean.

That the four units required in residence by those applying for the sixteen-unit certificate shall include the courses specified above, and, in addition, the courses in Observation and Practice Teaching.

COURSE FOR THE PROVISIONAL ELEMENTARY CERTIFICATE OF THE FIRST CLASS

Two Years—Eight Units

English Composition and Literature	2 units
Arithmetic	½ unit
Algebra	1 unit
General Science	1 unit
Geography	½ unit
Civics	½ unit
American History	1 unit
Rural School Management	½ unit
Observation and Methods	½ unit
Agriculture	½ unit

Drills—Public School Music and Penmanship.

COURSE FOR THE STANDARD ELEMENTARY CERTIFICATE

Four Years—Sixteen Units

In Addition to the Two-Year Course

English Literature	½ unit
Grammar	½ unit
Composition and Rhetoric	½ unit
Geometry	1 unit
American History	½ unit
European History	1 unit
Rural Life	½ unit
Observation and Practice Teaching	½ unit
Domestic Science or Manual Training	½ unit
Biology	1 unit
Elective	1½ unit

Drills.

COLLEGE ELEMENTARY CERTIFICATE

One Year of College Work

English Composition	3 to 6 semester hours
Mathematics and Science	3 to 6 semester hours
Modern History	3 to 6 semester hours
Education	5 to 8 semester hours
Electives	3 to 6 semester hours

HIGH SCHOOL LICENSE

For the High School Licenses take the proper amount of college hours and the designated number of hours in Education, according to the law stated above.

Academy

PURPOSE

The Academy is designed to prepare students for colleges or technical schools; to give teachers the high school work required by the new law in Kentucky, and to broaden the eduction of those taking up business and home life.

SCOPE OF INSTRUCTION

The Academic Course is four years in length and covers a regular high school course. The course is uniform for the first two years.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific, professional or vocational life as he sees fit.

Our Academy is in Class A of the accredited list of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

ENTRANCE

Those finishing the Sub-Academic and those presenting a common school diploma, or a certificate of promotion from a good graded school or high school, or a teacher's license will be admitted to the Academy without examination. A statement from the principal of a private school may or may not be accepted. Those who have completed the grade work except a few branches may take enough in the Academy to make a full course, provided they are prepared to take the Academic work. Other applicants will be subject to examination in the common school branches.

Students will be kept, as nearly as possible, regular in the course.

ADVANCED STANDING

Advanced standing will be given students presenting credits from good secondary schools and to students passing examinations on work done for which credits are not presented.

GRADUATION

An Academic Diploma will be granted students completing the Academic Course.

ACADEMY CURRICULUM

Freshman

FIRST SEMESTER		SECOND SEMESTER	
English	5	English	5
Arithmetic	5	Alegbra	5
Geography or Domestic Science	5	Physiology and Hygiene or Domestic Science	5
Ancient and Mediæval History	5	Ancient and Mediæval History	5
Bible	2	Bible	2

Sophomore

English	5	English	5
Algebra	5	Algebra	5
*Electives	10	Electives	10
Bible	2	Bible	2

Junior

English	5	English	5
Geometry	5	Geometry	5
†Electives	10	Electives	10
Bible	2	Bible	2

Senior

English	5	English	5
Biology	5	Biology	5
†Electives	10	Electives	10
Bible	2	Bible	2

*Two electives may be chosen from Beginning Latin, General Science, and Modern History. Those who elect Beginning Latin will be expected to take two years of Latin.

†Electives may be chosen in Latin, Solid Geometry, History, Education, Domestic Science, or any other creditable work of High School grade.

Academy and Normal Departments of Instruction

EDUCATION

Rural School Management—A study of the school as an organism; from the viewpoint of the superintendent and the teacher, with an extensive reading course. Text discussion. Required from the Provisional Elementary Certificate of the second class.
One semester, daily. One-half unit.

Observation and Methods—This is a course in directed observation and general methods. Observation two lessons a week, under critic teachers, trained in their special departments, and three lessons a week in general methods from text book. Lectures and discussions.
One-half unit.

Rural Life—This course is intended to give the student an understanding of the rural society and of the progressive movements for social betterment. The causes which effect the life of society, social evolution, social control, and the relation of Christianity to the great social problems.
One-half unit.

Observation and Practice Teaching—This course is required of students for the Standard Elementary Certificate, and elective for high school students. Five lessons a week under the direction of a critic teacher.
One semester, daily. One-half unit.

Psychology 1. Psychology is the foundation of all studies in education. This is an elementary course dealing with the simpler foundation principles of the nervous system as observed in original responses to stimuli and in its modifiability under environment. Text-book and class discussions.
First semester. One-half unit.

Psychology 2. A special study of childhood and adolescent Psychology as it pertains to the problems of the schoolroom and other points of interest to the educator. Text-book, lectures and discussions.
Second semester. One-half unit.

ENGLISH

The aim of this department is to give the student such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and æsthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ENGLISH I—*Semester* 1. *English Grammar.* This course is planned to give those who expect to teach, a fuller and more definite knowledge of the structure of their own language. Supplementary texts are used; all phases of the subject are studied; particular attention is given to sentence structure and to punctuation which is so necessary a part of clearness in sentence structure and analysis. Short themes are required with sufficient frequency to train the student in applying his knowledge of grammar to the written expression of his own thought. Collateral reading of easy literature is required.

Semester 2—Lewis and Hosic's Practical English or its equivalent is the text used. Frequent themes, both oral and written, are continued; special attention is given to letter writing; business situations are developed, and friendly letters written. Much time is spent in oral reading, with training in the principles of correct breathing, tone production, enunciation, pronunciation, thought interpretation, word study is begun. The material for this work and for collateral reading will be chosen from the following literature or its equivalent:

ENGLISH II—*Semester* 1. Lewis and Hosic completed covering fundamentals of clear, forceful, and interesting expression of the student's own experiences, thoughts and feelings. Oral and written composition are continued at frequent intervals throughout the course.

Semester 2. Work of Semester I is continued with addition of elementary principles of argument, oral arguments frequently taking the form of debates. The literature for both class study and collateral reading for the year will be chosen from the following list or its equivalent: "Silas Marner," "Ancient Mariner," "Tanglewood Tales," current fiction in short story or novel, "Man Without a Country," selections from the "Iliad and Odyssey," "Travels with a Donkey," "Vision of Sir Launfal," "Tales of Wayside Inn," "Snow-Bound," "Enoch Arden," selections from current poetry, biography, and one play from Shakespeare.

Five hours throughout the year.

ENGLISH III—Law's "English for Intermediate Use" is the basis of theory and practice during this year. All forms of composition, both oral and written, are reviewed, and perfected with special attention to making the students' written work attractive. Simple fundamentals of Journalism are taught. Vocabulary study continued. Literature for the year is chosen from the following list or its equivalent: "Cranford," "Sir Roger de Coverly," "House of Seven Gables," "Mariners in the Wilderness," "Idylls of the King," one play from Shakespeare, one volume of easy informal essays, current fiction, biography, magazine reports, one novel from Dickens, Eliot, Cooper, Stevenson, Kipling, etc. "A High School History of American Literature" will accompany the year's work.

Five hours throughout the year.

ENGLISH IV—Principles of argumentation and debate are studied with abundant practice. Brooks—Book II, or its equivalent, is the text. Washington's "Farewell Address" is studied, briefed, and its present day values fully discussed. The study of the technique of one-act plays, the reading of plays with classroom acting form part of this semester's work. The technique of the short story and the informal essay are studied with many examples read and discussed. Carlyle's "Essay on Burns" is thoroughly studied and discussed. One play from Shakespeare and a volume of current poetry with collateral reading, many themes, essays and others constitute the work of the year. Bate's "History of English Literature" accompanies the work of both semesters.

Five hours throughout the year.

MATHEMATICS

ARITHMETIC I. This course embraces a review of the more important principles of Arithmetic: Common Fractions, Decimal Fractions, Percentage, Drills, Standard Tests, outside work; measuring lumber, land, capacity of bins and cisterns, painting, pav-

ing, flooring, papering and the beginning of ratio and proportion, involution and evolution, carefully explained. A good modern text is used.

One semester, daily. One-half unit.

ARITHMETIC II—*Advanced Arithmetic.* This course is intended for teachers, and consists of a continuation of the work as outlined for the first course, but the more difficult phases of the subject will be dealt with in fuller detail. The principles of teaching and presenting the subject matter will be one of the strong features of this course; in addition, heavy subject matter dealing with difficult principles and knotty problems will be required. Mastering of the subject of Arithmetic is expected of those who finish this course. A modern text, supplemented by outside work and other books.

One semester, daily. One-half unit.

Algebra. This course includes Negative Algebraic Expressions, Addition, Subtraction, Multiplication and Division, also Simple Equation with one unknown quantity. Special Products and Quotients, Factors and Fractions.

Second semester, daily. One-half unit.

MATHEMATICS II (*a*)—*Algebra.* This course comprehends a rapid review of previous work, also Factors, Fractions, Fractional Equation, Simple Equations, Simultaneous Rates, Proportions and Variation. Wentworth and Smith, Academic Algebra.

First semester, daily. One-half unit.

(*b*) *Algebra.* Continuation of course (*a*). Simple Equations, Graphs, Powers, Roots, Quadratic Equations, Simultaneous Quadratic Equasions, Powers and Roots, Progression, Binominal Theorem, Logarithms. Wentworth and Smith, Chapters XVIII-XXII.

Second semester. One-half unit.

MATHEMATICS III (*a*)—*Geometry,* Book I. Much attention is given to the solution of problems designed to train the student in logical thinking and the methods used discourage mere memorizing of propositions. Wentworth and Smith. Fall Term, daily. One-half unit.

(*b*) *Geomctry,* Books III and IV. Some attention given as above to practical and independent use of principles in Geometry and the application of the same to mechanical arts and surveying. Wentworth and Smith. Second semester, daily. One-half unit.

MATHEMATICS IV—*Solid Geometry.* The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text: Wentworth and Smith.

Five hours, first semester, daily.

LATIN

LATIN I—A study of the more elementary rules of Latin syntax with thorough drill on declensions and conjugations. Stress is laid upon proper pronunciation, English derivation, and the nature of Latin sentence structure. The more involved syntax of subjunctive, infinitive and indirect discourse.

Five hours per week throughout the year.

LATIN II—Cæsar's Gallic Commentaries, Books I-IV. Detailed attention given to the geographical, historical and political background of the narrative. Prose composition once a week throughout the year, and daily drill on syntax.

Five hours per week throughout the year.

LATIN III—The four orations against Catiline. Poet Archias and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Collateral reading on related subjects. Prose composition once a week throughout the year.

Five hours per week throughout the year.

LATIN IV—Virgil's Aeneid, Books I-IV, are read for the translation, story, mythology, scansion and literary merit.

Five hours per week throughout the year.

NATURAL SCIENCE

SCIENCE I—*Agriculture I.* This course is broad in its treatment, fundamental in significance, dealing in a general way with the soil, fertilizers, and manures, plants and plant propagation, field crops, insects and diseases and their control, domestic animals, their care and feeding, and the farm home. It is designed to prepare teachers for teaching agriculture in the rural schools of Kentucky, and is required for the Elementary Certificate. Text Book: Laboratory and Field Work.

First semester. One-half unit.

SCIENCE II—*Physiology and Hygiene.* This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. A good modern text, and supplementary reading.

First semester, daily. One-half unit.

SCIENCE III—*Botany.* The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the laboratory, including microscopic work. Each student is re-

quired to collect, press and neatly mount twenty-five flowers. Text: Coulter's Plant Life and Plant Uses and Hughes' Practical Experiments.

Spring Term, daily. One-third unit.

SCIENCE IV—*Geography.* A thorough course is given covering the principles of geography, a detailed study of North America, and a brief study of the other continents, emphasizing their economic development—concentration of industries, transportation, government, and governmental activities, embracing Human and Regional Geography. Method of preparation and presentation is given careful attention and is made a prominent part of the course.

First semester. One-half unit.

SCIENCE V—*Physical Geography.* Special emphasis is placed upon the formation and preservation of soil, the relation of forests to erosion and water supply, the laws governing weather conditions, and the relation of all these factors to human development.

Spring Term, daily. One-third unit.

SCIENCE VI—*General Science.* This course aims to furnish an introduction to the scientific study of the elementary sciences. The topics considered are those of general significance, as AIR —characteristics, temperature changes and seasons, humidity, structure, and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student, and some standard text.

One year, daily. One unit.

SCIENCE VII—*Agriculture II.* This course is for the more advanced students. A careful study is made of the principal farm crops of Kentucky, with special emphasis upon the problems of the southeastern Appalachian regions, and to teaching them in the one-room rural schools. Soils, soil fertility, field crops, farm management, vegetable gardening, landscape gardening, animal husbandry, poultry husbandry, rural health and sanitation, will be studied in this course. Text Book: Laboratory and Field Work.

Second semester. One-half unit.

SCIENCE VIII—*Nature Study.* One of the most interesting studies in the school curriculum is that of nature. In this course the student is taught to observe closely the things of nature round about him. Some of the most interesting features of the work will be early morning bird study, strolls over the campus and through the adjacent fields and woodlands. Special attention will be given to the study of birds, trees, flowers, fruits,

and insects, and a collection of specimens of various kinds will be made, labeled and mounted by each pupil.

One-half unit.

SCIENCE IX—*Biology*. This course consists of a course in botany, showing the relations between plants and animals. Also considers the diseases caused by bacteria and protozoa, and means of preventing communicable diseases. It aims to give facts which every person should know concerning tuberculosis, typhoid fever, cholera, diptheria, yellow fever, and other similar diseases.

This course prepares the student for a course in College Biology, Zoology, or Gross Anatomy.

Five hours throughout the year.

HISTORY AND CIVICS

HISTORY I—*American History* (*a*). This is a course in the fact history of our country. Its purposes are to give the student a general working knowledge of American History to the formation of the Union, to give enough method of history to enable a student to do good teaching of the subject in the rural schools, or to do advanced American History in any school.

One semester, daily. One-half unit.

American History continues the work of History (*a*), but it gives more attention to the Method of Teaching History. It takes up the chain method spoken of in the State course of study and develops the idea thoroughly, by considering such leading threads of history as: Slavery, the Tariff, Westward Expansion, the Spoils System and Civil Service Reform, the Banking System and Panics, Growth and Development of Political Parties. This course attempts to create an abiding interest in the affairs of the world. Therefore special attention is given to the Monroe Doctrine and American Foreign Relations, bringing out vividly America's part in the World War, and our part in the reconstruction of the world.

One semester, daily. One-half unit.

HISTORY III—*Kentucky History*. Gives a fuller and higher appreciation of the struggles and perseverance of the pioneers of Kentucky, their achievement, and worth to the state and nation, and Kentucky's part in making and preserving the nation. The full period from discovery to the present is covered carefully balancing the events so as to give each its due consideration. A good text with outside reading is required.

HISTORY IV—*Ancient and Mediæval*. A study of the ancient civilizations of Egypt, Babylonia and Assyria, Medo-Persia, Greece, and Rome. Then the institutions of the mediæval world

are studied, with special reference to the work of the Church. The decline of feudalism, the rise of modern business, and the beginnings of modern nations and institutions are studied down to about the middle of the 18th century.

Five hours a week.

History V—A history of Modern Europe beginning with the age of Louis XIV. The growth of science and learning, and the development of political, social, and economic institutions. The progress of nations, and an inquiry into the causes and effects of such important events as the French Revolution and the World War. Also a study of the growth and toleration and the extension of the Christian movement.

Five hours a week.

Civics—A study of community life and problems, and the relation of the individual to the community in which he lives. Americanism, Melting Pot, rural and city life, including the immigration question and its problems carefully considered. The government of Kentucky will also be studied. A modern text with collateral reading.

One semester, daily. One-half unit.

BIBLE

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this, the greatest of books, by the average man. A skeptical professor in one of the great American universities, after having failed to get an intelligible answer on some point of simple Biblical history indignantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is also fundamental to strong Christian character, and church schools should certainly give every student some good courses.

Bible I—*Old Testament History.* This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.

Two hours.

Bible II—*New Testament History.* This course deals with the early history of the Christian Church and its ideals and work as

recorded in the synoptic Gospels and the Acts. A general text is used as an organizing basis. Designed for Academy students, third year.

Two hours.

BIBLE III—*Introduction to Religious Education.* A study of principles and methods of religious education, especially in the Sunday school.

Open to Academy Seniors only.

Two hours.

HOME ECONOMICS

Sewing—Machine and hand sewing in making undergarments and dresses, apply principles of text as to design, color, good taste, cost, etc. Really a course in dressmaking designed for the beginner.

Text-book used: Buttrick Principles of Clothing Selection.

Five hours throughout the year.

Cooking—Study of foods, their preparation, effect of heat, principles of cooking, personal cleanliness in regard to food, ideals of sanitation in the care of food and its preparation, meal planning.

Text-book used: Greer Home and School Cooking.

Five hours throughout the year.

REFERENCE BOOKS

"Principles of Correct Dress," Florence Winterburn.
"Shelter and Clothing," Kinne and Cooley.
"Domestic Art in Woman's Education," Cooley.
"Textiles," Woolman and McGowan.
"Women and Economics," Charlotte Stetson.
"Art and Economy in Home Decoration," Mabel Priestman.
"Food Products," Sherman.
"Every Step in Canning," Grace Viall Gray.
"The School Kitchen Text Book," Mary J. Lincoln.
"The Boston Cooking School Cook Book," Fannie M. Farmer.
"Food and Household Management," Kinne and Cooley.
"Table Service," Lucy G. Allen.
"Bacteria, Yeast and Molds in Home," Conn.

Good Housekeeping,
Ladies' Home Journal, Monthly Magazines.
Modern Priscilla,

DRILLS

We are well prepared to give the necessary drills through the departments of Music, Penmanship, Typewriting, and Handwork.

PHYSICAL TRAINING

With our new Gymnasium well equipped and with trained teachers in charge, we require every student in the College to take Physical Training, including swimming. A special class is offered for teachers.

Typewriting and Penmanship

The College owns six new Remington typewriters and will give instruction to any student desiring to learn typewriting.

The time has come that a large per cent of professional and business men feel that their time is too valuable to be taken up in writing longhand. With the use of the typewriter they save time and give a perfectly legible letter.

Save time and money by learning to use the typewriter.

Because one can use the typewriter he should not write an illegible hand. There is always more or less hand writing necessary. The College will require all students to write a legible hand. Then for the help of those who must have penmanship and for those who want to become good penmen this department will be kept in good order.

Music

INSTRUMENTAL AND VOCAL

Union College offers a course in both instrumental and vocal music, not only to the college students, but to the community at large.

The piano is the most universally used of all instruments, and its proper study will give a thorough acquaintance with all styles and forms of musical composition. The equipment for this department consists of a number of practice and studio pianos, and also two grand pianos on the chapel stage to be used for concerts and recitals.

Class instruction is also given in Theory, Harmony, History of Music and musical appreciation. The texts to be suggested by the teacher. A brief outline is given for classification, and does not mean that each study or all the works must be taken by each student.

PIANOFORTE COURSE

GRADE I—Practical Works, simple technical studies, major scales, such studies as Berens, op. 70; Gurlitt, op. 117; selected studies, Reutling, Books I and II. Czerny studies, Book I, op. 299.

GRADE II—Scales and technical work continued, Gurlitt, op. 141. Burgmuller, op. 100; Dunernoz, op. 176; Kohler, op. 50. Czerny studies continued, op. 299. Easy sonatinas by Steibelt, Hyder, Mozart, such pieces as Jensen, op. 33; Gade, op. 36.

GRADE III—Hanon technical studies, Little Pischua technical studies, Minor scales, all forms begun, 12 easy pieces of Handel, Heller, op. 47; Bertini, op. 100. Czerny consonatinas by Clementi, Kuhlan, Beethoven. Pieces by classical composers given.

GRADE IV—Major and Minor scales with chords and arpeggios, Heller, op. 45 and 46; Berens, op. 61. Bach's short preludes and fugues, Krouse trill studies, sonatas and rondos by Dussek, Reinecke, Mozart, Haydn. Pieces by Grieg, Godard, Mendelssohn, Schumann and Schubert.

GRADE V—Technical studies continued. Bach's two-part Inventions. Steitelt studies. Octave studies, op. 281, Lorr, Berens, Books III and IV, Beethoven's earlier sonatas, Mendelssohn's Song Without Words, Chamineade, Grieg, Schubert, Schumann.

GRADE VI—Advanced techinque, Bach's Suites, Bach's three-part Inventions, Crame's 50 Etudes, Kullaks octave studies, Jensen Etudes, Schubert Impromptus, Sonatas, Compositions by Chopin, Liszt, Rubinstein and modern composers.

GRADE VII—Scales and arpeggios all forms, with increasing speed. Bach's English and French Suites continued. The well-tempered clavichord of Bach. Gradus and Parnassus by Clementi, Moscheles studies, Concertos by Mozart, Mendelssohn, Chopin, Schumann. Compositions by modern composers.

Much time the last two years of course is spent in preparation of a recital program to be given in public, also practical work in instruction for those who intend to become music teachers.

VOICE

The opportunity for voice culture should not be limited to the chosen few who are endowed with a voice. Deep breathing, which is an important part in voice culture, develops the lungs, corrects a bad carriage and makes a healthy body. A course in this department will be most beneficial whether or not one expects to make singing a profession.

BRIEF OUTLINE FOR VOICE

GRADE I—Breathing exercises, tone placing, study of vocal organs, simple vocalises by Root, Behinke and Pearce, simple songs and ballads.

GRADE II—Breath control and tone production continued, Concone, op. 9 and 12. Vaccai Italian school of singing, art of vocal Morza, the easy songs of Brohms, Schubert, Schumann, Mendelssohn and American compositions.

GRADE III—Vocalises embracing embellishments, trills, and scale passages, for flexibility. Master pieces of Voc-Mox S. Picher, Book I. Framons songs prepared by Krehbiel. Early arias begun in Italian, also simple songs in French and German.

GRADE IV—Studies in Brovura and scale passages continued, Marzo, Book II. Lamperti, Listgers (operatic vocalises) Mox Spicker, Book II. Selection from Oratorios and Operas, American songs, also Italian, German and French Diction.

A class in ear training and sight singing will be conducted by the vocal teacher and will be open to all students who are lovers of music.

The Union Glee Club meets weekly, and is composed of the best voices in the College. The male quartette also furnishes an opportunity for valuable musical training.

Class instruction in Public School Music will be conducted for the benefit of the students taking the Normal Course and credit for same will be given.

The music department from time to time boasts of an orchestra affording opportunity for a very wholesome and delightful exercise of one's musical talents. Bring your favorite instrument along.

No deduction for lessons will be made, except in cases of protracted illness.

Visitors are not allowed in practice rooms.

Public appearances should not be made at any time without the consent of the teacher.

Department of Expression

The aim of the department is to train students to express themselves clearly and accurately, to appreciate and to interpret good literature, and to become efficient readers and speakers. It aims also to develop the personality and ability of the individual student.

COURSE I. *Public Speaking.*—A study of the different forms of public address and of the principles underlying effective speech construction, with platform practice. The aim is to cultivate power of analytical and constructive thinking and a simple, forceful delivery.

Three hours a week throughout the year.

COURSE 2. *Oral English.*—A course in Public Speaking and Debate for high school students.

Three hours a week throughout the year.

COURSE 3. *Literary Interpretation.*—A close and critical study of the various forms of literature and its oral interpretation. It aims to develop skill in expression and a keener appreciation of the beauty and power of emotional and imaginative literature, drama, lyric.

Three hours a week throughout the year.

COURSE 4. *Children's Plays and Games.*—Work in rhythm and story-plays, games, breathing exercises, gymnastics. Open to all private pupils.

Two hours a week throughout the year.

COURSE 5. *Physical Training.*—A course in hygiene, corrective exercises, gymnastics, and physical culture for girls.

Two hours a week throughout the year.

COURSE 6. *Private Lessons.*—Training and development of the individual with special emphasis upon breath control, voice placement, correction of errors.

Two lessons a week for two years.

On every Friday afternoon a recital is given by the students of the department. Each pupil will appear from time to time, learning how to please and to hold an audience by putting into practice the work of the class and private lessons. Each term a general recital is given and the patrons and general public are invited to enjoy the program and to note the progress of the pupils.

Register of Students

COLLEGE

Senior

Ballinger, Richard ..... Knox County
Bowman, Ruth ..... Knox County
Edwards, Francis ..... Marion County
Faulkner, Josh ..... Knox County
Humfleet, D. M. ..... Knox County
Humfleet, Violin ..... Knox County
Martin, William ..... Knox County
Payne, Ancil ..... Laurel County
Sawyer, Mary Rebecca ..... Knox County

Junior

Cox, Bryant ..... Taylor County
Franklin, Grace Ralston ..... Knox County
Funk, Julia ..... Knox County
Hignite, Thomas ..... Knox County
Parker, Elmer ..... Knox County
Taylor, Milburn ..... Laurel County

Sophomore

Boggs, Katherine ..... Knox County
Bolton, Lula ..... Knox County
Bledsoe, Baxter ..... Clay County
Brown, Cyrus ..... Knox County
Congleton, Frances ..... Knox County
Davies, Ted ..... Knox County
Faulkner, Mary ..... Knox County
Gardner, Lois ..... Fleming County
Hieronymus, Homer ..... Lee County
Jarvis, T. J. ..... Knox County
Jarvis, Oscar ..... Knox County
Lewis, Gerald ..... Pulaski County
McPhail, Dorothy ..... Knox County
Parsons, Pearl ..... Bell County
Payne, Henry ..... Laurel County
Spurlock, William Henry ..... Clay County
Walker, Mary ..... Knox County

Freshman

Abner, Letta ..... Clay County
Adam, Harold ..... Bell County
Bennett, William ..... West Virginia

Black, Stanley ..... Knox County
Bowen, E. A. ..... Knox County
Butte, Kenneth ..... Pulaski County
Catron, Thomas ..... Knox County
Cobb, Emerson ..... Webster County
Cooper, Roy ..... Knox County
DeMarcus, Gladys ..... Bell County
Evans, Ella ..... Fleming County
Garland, Becham ..... Knox County
Hall, J. C. ..... Harlan County
Hawn, Mayme ..... Knox County
Hill, Viola ..... Knox County
Huff, Maggie ..... Harlan County
Kelley, Mattie ..... Clay County
King, Ellen ..... Knox County
Lay, Katherine ..... Knox County
Lay, Pauline ..... Knox County
Lewallen, Caleb ..... Knox County
Lynch, Ruby ..... Knox County
McKibben, Elizabeth ..... Bracken County
Messer, Lula ..... Bell County
Messer, William ..... Knox County
Miracle, Ed ..... Knox County
Morgan, Albert ..... Clay County
Morgan, Kelley ..... Clay County
Putnam, Fred ..... Pennsylvania
Rapp, Helen ..... Knox County
Rice, Esther ..... Fleming County
Richardson, Jean ..... Knox County
Rippere, Carol ..... Knox County
Sears, Roberta ..... Knox County
Smith, Hester ..... Knox County
Stickley, Elizabeth ..... Knox County
Taylor, N. L. ..... Knox County
Tye, Drucilla ..... Knox County
Ward, Corrine ..... Ohio
Webb, Clarence ..... Whitley County
West, Reid ..... Knox County
Williams, Lucretia ..... Fleming County

ACADEMY

Senior

Beddow, Etta ..... Knox County
Black, Fonzine ..... Knox County
Broughton, P. M. ..... Knox County
Bruner, Nora ..... Knox County
Burnett, Maggie J. ..... Knox County
Catron, Effie ..... Knox County

Chamberlain, Gwendolyn ..... Knox County
Cox, Cassie ..... Taylor County
Cox, Howard ..... Knox County
Foley, D. J. ..... Knox County
Frederick, Jamima ..... Knox County
Gibson, Hallie ..... Knox County
Gregory, Edna ..... Clay County
Gregory, Evelyn ..... Campbell County
Grey, Pearl ..... Knox County
Hampton, Justus ..... Knox County
Hensley, Clyde ..... Clay County
Hill, Wenoma ..... Knox County
Hubbard, Roy ..... Knox County
Humfleet, Bernice ..... Knox County
Humfleet, Vera ..... Knox County
Jackson, Marie ..... Knox County
Jackson, Rahma ..... Knox County
Jarvis, Myrtle ..... Knox County
Kelley, Miriam ..... Bracken County
Lawson, Jesse ..... Knox County
Lay, Jesse D. ..... Knox County
Martin, Wm. G. ..... Knox County
Mason, Robert ..... Bell County
Matheny, Harold ..... Madison County
Messamore, Daisy ..... Knox County
Miller, Denver ..... Knox County
Miracle, Ethel ..... Knox County
Parker, Ruth ..... Knox County
Rader, Ruth ..... Knox County
Ridner, Madge ..... Knox County
Rippere, Margaret ..... Knox Count
Roberts, Laura ..... Knox County
Robinson, Annette ..... Harlan County
Smith, Anna Mae ..... Knox County
Smith, Bert ..... Knox County
Smith, Hester ..... Knox County
Stout, Richard ..... Knox County
Turner, Green ..... Knox County
Warren, Challis ..... Knox County
Wilson, Margaret ..... Whitley County
York, A. H. ..... Knox County

Junior

Amis, Edward ..... Knox County
Amis, Otis ..... Knox County
Baker, Clara ..... Knox County
Belcher, John ..... Knox County
Blair, Lyda ..... Knox County
Broyles, Lena ..... Pulaski County

Cates, John ..... Whitley County
Craft, Arizona ..... Whitley County
Estes, Florence ..... Harlan County
Faulkner, Stanley ..... Knox County
Fox, Minnie ..... Knox County
Goodman, Callie ..... Knox County
Green, Bertha ..... Tennessee
Green, Louis ..... Tennessee
Hawn, Lewis ..... Knox County
Hensley, Hiram ..... Clay County
Howard, Green ..... Harlan County
Jarvis, George ..... Knox County
Kelley, Sadie ..... Knox County
King, Mae ..... Knox County
Lunsford, Fannie ..... Knox County
Mayhew, Bruce ..... Knox County
Mayhew, William ..... Knox County
McKeehan, Virginia ..... Whitley County
Moore, Ola ..... Florida
Nelson, Roy ..... Knox County
Payne, Clarence ..... Knox County
Peace, Laura ..... Harlan County
Pearce, Barbara ..... Knox County
Pape, Alva ..... Knox County
Rader, Pearl ..... Knox County
Silver, Thelma ..... Knox County
Sims, Cloyd ..... Muhlenburg County
Spurlock, Estill ..... Clay County
Weed, Robert ..... Whitley County
White, Reginold ..... Knox County
Wilkins, Walden ..... Michigan
Wilson, Gertrude ..... Knox County

Sophomore

Ashley, Velmer ..... Casey County
Bledsoe, T. P. ..... Clay County
Botner, Luther ..... Clay County
Bowman, Charles ..... Knox County
Buchanon, Wade ..... Knox County
Centers, Carrie ..... Bell County
Cox, Cephus ..... Knox County
Craft, Gilbert ..... Clay County
Davidson, Frank ..... Knox County
DeMarcus, Claudia ..... Bell County
Donaldson, Beatrice ..... Knox County
Donaldson, Iva ..... Knox County
Earley, Sam ..... Knox County
Epperson, Marvin ..... Knox County

Franklin, Ralston ..... Knox County
Garland, James ..... Knox County
Garrard, Mary ..... Knox County
Girdner, Bessie ..... Knox County
Golden, Dessie ..... Whitley County
Green, Beatrice ..... Tennessee
Helton, Arthur ..... Knox County
Helton, Owen ..... Knox County
Helton, Sawyer ..... Knox County
Howard, Cleo ..... Clay County
Jackson, Dovie ..... Knox County
Jarvis, Crit ..... Knox County
Jarvis, Delmar ..... Knox County
Lanham, Amanda ..... Harlan County
Leger, Lillie ..... Tennessee
Mays, Shelvy ..... Knox County
McNeil, Joe ..... Knox County
Mullen, Margaret ..... Ohio
Owens, Raymond ..... Knox County
Payne, Chester ..... Knox County
Robinson, China Mae ..... Bell County
Rose, Clara ..... Knox County
Sears, Charles ..... Knox County
Shoemaker, Alberta ..... Harlan County
Slusher, Daphne ..... Knox County
Slusher, Dorothy ..... Knox County
Slusher, Evelyn ..... Knox County
Sphar, Anna ..... Knox County
Spurlock, Arthur ..... Clay County
Sullivan, John ..... Laurel County
Thompson, Hassie ..... Bell County
Tidwell, Ethel ..... Knox County
Turner, Elbert ..... Knox County
Tye, Mary ..... Knox County
Valentine, Shellie ..... Knox County
Valentine, L. T. ..... Knox County
VanBeaver, Robert ..... Bell County
Walker, Ben ..... Knox County
Ward, Rex ..... Bell County
West, Myrtle ..... Knox County
Wilder, Lois ..... Bell County
Wilder, Matt ..... Bell County

Freshman

Abner, McKinley ..... Knox County
Alford, Albert ..... Knox County
Amis, Nora Lee ..... Knox County
Anderson, Earl ..... Harlan County

Baird, George ..... Knox County
Bargo, Dorothy ..... Knox County
Blair, Flossie ..... Knox County
Brundige, Geneva ..... Ohio
Callebs, Ethel ..... Knox County
Canady, Joyce ..... Knox County
Carnaham, Robert ..... Harlan County
Carnes, Ellis ..... Knox County
Carnes, Kittie ..... Knox County
Carr, John Bill ..... Knox County
Catron, Fred ..... Knox County
Cobb, Daniel ..... Knox County
Collett, Hazel ..... Knox County
Creech, Frank ..... Bell County
Davie, Celia ..... Knox County
Derreberry, Edith ..... Harlan County
Dickore, Edith ..... Knox County
Dozier, Eugene ..... Whitley County
Elliott, Chester ..... Knox County
Elliott, Neva ..... Knox County
Elliott, Neva ..... Knox County
Evans, Lee Ella ..... Knox County
Foley, Eunice ..... Knox County
Foley, Gladys ..... Knox County
Garrard, Evelyn ..... Knox County
Green, Edna ..... Bell County
Gregory, Pauline ..... Campbell County
Habkirk, Donald ..... Minnesota
Hacker, Sarah ..... Clay County
Hale, Mary ..... Knox County
Hall, Della ..... Knox County
Hammond, Frank ..... Knox County
Hampton, James ..... Knox County
Harris, Dollie ..... Knox County
Hawn, Katherine ..... Knox County
Helton, Steely ..... Knox County
Hembree, Andrew ..... Knox County
Hembree, Sillous ..... Bell County
Hinkle, Arthur ..... Knox County
Hopper, Harry ..... Knox County
Howard, Foyster ..... Knox County
Howard, Jake ..... Bell County
Howard, Jessie ..... Knox County
Howard, Vergie ..... Knox County
Hubbard, W. P. ..... Knox County
Huff, Daisy ..... Harlan County
Jackson, Blanche ..... Knox County
Jackson, Lester ..... Knox County

Jones, Florence ..... Harlan County
Jones, Stanley ..... Clay County
Laws, Myrtle ..... Bell County
Lawson, Reva ..... Harlan County
Lay, Charles ..... Knox County
Lewallen, Grace ..... Knox County
Logan, Mollie ..... Knox County
Lundy, Walter ..... Knox County
Mackey, John ..... Knox County
Mackey, Maude ..... Knox County
Maiden, Maude ..... Knox County
Martin, Stanley ..... Knox County
Martinez, Angel ..... New York
McGaffee, Ruby ..... Bell County
McKnight, Gertrude ..... Knox County
McNeil, Eunice ..... Knox County
McNeil, Howard ..... Knox County
Messer, Dora ..... Bell County
Messer, James ..... Knox County
Miller, Effie ..... Bell County
Miller, Nina ..... Bell County
Mills, Maude ..... Knox County
Parker, Martha ..... Knox County
Parsons, Curtis ..... Knox County
Patterson, Leonard ..... Bell County
Payne, Estill ..... Knox County
Payne, Ethel ..... Knox County
Pigman, Nina ..... Bell County
Pope, Lovella ..... Harlan County
Pope, Harve ..... Knox County
Powell, Betty ..... Knox County
Pursiful, Mary ..... Knox County
Rader, Cecil ..... Knox County
Rader, Mildred ..... Knox County
Reeder, Martha ..... Knox County
Reid, Roy ..... Knox County
Reynolds, James ..... Knox County
Rippere, John ..... Knox County
Rose, Chester ..... Whitley County
Rose, Mitchell ..... Knox County
Scent, Charles ..... Knox County
Scot, Luther ..... Knox County
Sears, Lowell ..... Knox County
Shelton, Ora ..... Knox County
Skelton, Charles ..... Franklin County
Sullivan, Ora Nell ..... Knox County
Tarter, Mattie ..... Pulaski County
Taylor, Clara ..... Harlan County

Taylor, Gladys ..... Knox County
Thompson, Oppie ..... Bell County
Vincent, Maurice ..... Knox County
Wagers, Julia ..... Knox County
Wells, Martha ..... Knox County
Williams, Nora ..... Knox County
Wilson, Lenora ..... Bell County

MUSIC

Abner, Letta ..... Clay County
Anderson, Earl ..... Harlan County
Beddow, Etta ..... Knox County
Bennett, William ..... West Virginia
Bowman, Ruth ..... Knox County
Franklin, Gail ..... Knox County
Gregory, Evelyn ..... Campbell County
Gregory, Pauline ..... Campbell County
Hembree, Sillous ..... Knox County
McKeehan, Virginia ..... Whitley County
Miracle, Ethel ..... Knox County
Mullen, Margaret ..... Ohio
Robinson, Annette ..... Harlan County
Shoemaker, Alberta ..... Harlan County
Vincent, Maurice ..... Knox County
Weed, Robert ..... Whitley County
Wilder, Lois ..... Knox County
Wilson, Margaret ..... Laurel County
Williams, Lucretia ..... Fleming County

TYPEWRITING

Anderson, Earl ..... Harlan County
Belcher, John ..... Knox County
Cates, John ..... Whitley County
Catron, Thomas ..... Knox County
Gregory, Edna ..... Clay County
Howard, Cleo ..... Clay County
Hampton, Justus ..... Clay County
Hensley, Clyde ..... Clay County
Kelley, Miriam ..... Bracken County
King, Ellen ..... Knox County
Martinez, Angel ..... New York
McKibben, Elizabeth ..... Bracken County
Nelson, Roy ..... Knox County
Owens, Raymond ..... Knox County
Smith, Anna Mae ..... Knox County
Shelton, Ora ..... Knox County
Ward, Rex ..... Bell County
Webb, Clarence ..... Whitley County

Bulletin

of

Union College

1926-27

Catalogue Number

Barbourville, Ky.

THE GYMNASIUM

PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS

WOMEN'S DORMITORY

ADMINISTRATION BUILDING

MEN'S DORMITORY

Bulletin

of

Union College

1926-27

Catalogue Number

Barbourville, Ky.

UNION COLLEGE BULLETIN

CATALOGUE NUMBER

PUBLISHED QUARTERLY BY THE COLLEGE

VOLUME V, No. I

MAY 1926

Entered as second class matter May 4, 1922, at the post office at Barbourville, Ky. under the Act of August 24, 1912.

CALENDAR

1926

Tuesday, September 21.....Fall Term Opens
Thursday, November 25.....Thanksgiving Day
Thursday, December 23.....Work Stops

1927

Tuesday, January 4.....Work Begins
Saturday, January 29.....First Semester Closes
Tuesday, February 1.....Second Semester Opens
Wednesday, June 1.....Commencement Day

BOARD OF TRUSTEES

EX-OFFICIO MEMBERS

Bishop T. S. Henderson.....Cincinnati, Ohio
President E. T. Franklin .....Barbourville, Ky.

Class No. 1—Term Expires in 1926

Rev. J. M. Literal .....Covington, Ky.
Mr. C. B. Nordeman .....Louisville, Ky.

Class No. 2—Term Expires in 1927

Rev. John Lowe Fort .....Louisville, Ky.
Hon. James D. Black .....Barbourville, Ky.

Class No. 3—Term Expires in 1928

Rev. S. K. Hunt .....Ashland, Ky.
Mr. A. M. Decker, *Treasurer*.....Barbourville, Ky.
Dr. Allen Tuggle .....Barbourville, Ky.

Class No. 4—Term Expires in 1929

Rev. E. P. Hall.....Harlan, Ky.
Mr. A. B. Cornett .....Harlan, Ky.

Class No. 5—Term Expires in 1930

Rev. E. R. Overly, *President*.....Ashland, Ky.
Mr. Harry E. Bullock, *Vice President*.....Lexington, Ky.
Judge W. F. Hall .....Harlan, Ky.

Class No. 6—Term Expires in 1931

Rev. W. W. Shepherd.....Russell, Ky.
Hon. Alvis S. Bennett .....Louisville, Ky.
Jakie Howard .....Artemus, Ky

ADMINISTRATION

E. T. Franklin .....President
C. E. Vogel.....Acting Dean of the College
Abigail E. Weeks.....Librarian
A. M. Decker .....Treasurer
A. S. Bennett.....Finance Secretary
Rebecca Sawyer .....Registrar
Mrs. C. E Vogel.....Preceptress in Speed Hall

FACULTY

EZRA T. FRANKLIN, A.B., B.Pd., M.A.

PRESIDENT

Philosophy and Education

A.B., Asbury College, 1903; B.Ph., Valparaiso University, 1905; A.B., Indiana University, 1906; M.A., Indiana University, 1910; graduate student at Columbia University, summer session, 1912 and 1913; research scholar, Columbia University, 1913-1914; teacher in graded school two years; a superintendent of city schools two years; Dean and Professor of Philosophy, Asbury College, 1908-1910; Professor of Theology and Philosophy, and Dean and Acting President of Olivet College, 1910-1911; President of Olivet College, 1911-1912; Vice President and Professor of Philosophy and Systematic Theology, Asbury College, 1912-1915; President of Union College, 1915-

REV. C. E. VOGEL

ACTING DEAN

Bible

Graduate of Berea College Academy; special student at Berea College and Chicago University; Professor in Berea College Academy; 10 years of successful pastoral work; Professor of Bible and Acting Dean, Union College 1924.

ABIGAIL E. WEEKS, A.B., A.M.

LIBRARIAN

English Department

Graduate of State Normal School, Mansfield, Pa.; A. B., Dickinson College, 1905; A.M., 1907; special work in English at Chautauqua, New York; A. M., Columbia University, 1920; taught several years in graded and high school; head of the Department of English in Union College, 1905-1907, 1910-1915; after two years absence recalled to the head of the English Department, 1917-

I. B. PEAVY, B.E., M.E., M.Pd., M.S.

Professor of Education and Head of Normal School

B.E., M.E., and M.Pd., Edinboro State Normal School; M.S., Taylor University; B.E., 1891; M.E., 1893; M.Pd., 1903; M.S., 1918. Five years principal high school; 15 years teacher of science and methods and assistant principal in Edinboro State Normal School at Edinboro, Pa.; nine years teacher of science and educational subjects, and for seven years principal of the Academy at Taylor University; Union College, 1920-

LOYD E. RACKLEY, B.S., A.M.

History

B.S., Peabody College; A.M., Peabody College, 1925; graduate work, Chicago University, summer quarter, 1926; teaching experience in Graded Schools, High School and Normal School; Professor of History, Union College, 1926-

JOHN BROCKWAY RIPPERE, B.A., M.A., L.H.D.

Latin and French

B.A. cum laude from Wesleyan University, Middletown, Conn., in 1901, and M.A., in course, from same in 1910; L.H.D. from St. John's College, Annapolis, Md., in 1919; member of the Phi Beta Kappa; taught in Preparatory Schools in New York City; Professor of Latin, St. John's College for sixteen years, and Vice-President of same for ten years; Professor of Latin and French, Union College, 1924-

WALTER S. DYER, A.B., M.S.

Chemistry and Physics

A.B., University of Arkansas, 1924; M.S., University of Minnesota, 1925; Assistant in Chemistry, University of Arkansas, 1922-24; Assistant in Chemistry, University of Minnesota, 1924-25; Professor of Chemistry and Physics, Union College, 1925-

T. M. FUNK, A.B.

Mathematics and Athletics

A.B., Georgetown College, 1922; Valedictorian of his class both in high school and college; all-state man in basketball and baseball; Graduate student, Michigan University, Summer School, 1925; Athletic Director Hearn Academy, 1922 Professor of Mathematics and Athletic Direction, Union College, 1923-

DANIEL M. HUMFLEET, A.B.

Normal and Academy Science and Mathematics

A.B., Union College, 1925; State Certificate, Kentucky State Board of Education; special student in Science, University of Kentucky Summer School; student of Methods, Science and Mathematics, Eastern Kentucky State Normal; teacher in Rural Schools; Principal of Graded and High Schools; Professor in Normal Department of Sue Bennett Memorial School, London, Kentucky, 1910-12; Principal, Normal Department of Union College, 1915-20; Professor of Science and Mathematics, Union College Normal and Academy, 1920-

J. W. DENNY

Music

Graduate of Ohio Wesleyan University Conservatory of Music, Delaware, O.; special work in harmony counterpoint and composition of H. A. Clark University of Pennsylvania; special work in Chicago Musical College; teacher voice and chorus, Ohio Wesleyan University; Director of Music, Christian University, Canton, Mo.; Director of Music, Missouri Wesleyan University, Cameron, Mo.; teacher of Voice, Piano, Violin, Denver University, Conservatory of Music, Denver; Dean, Conservatory of Music, Ohio Northern University, Ada, Ohio; Director of Music, Lincoln Memorial University, Harrogate, Tenn.; Director of Music, Union College, 1926-

GRACE RALSTON FRANKLIN, B.S.

Academy English

B.S., Valparaiso University, 1905; graduate student, Indiana University; Principal of High School; Professor of English, Asbury College, four years; assistant in Academy English, Union College.

REBECCA SAWYER, A.B.

Registrar and Academy History

A.B., Union College, 1925, graduating with high honors. Registrar of Union College, 1923; instructor in History, Union College Academy, 1925.

CORA SEVIER

Swimming

Studied in Columbia University under L. de B. Haundley; Instructor of Swimming, Union College, 1921-

John B. Wolfe A.B. Math
Georgia R Kramer, Home Ec
Rackley. Lloyd E. A.M. Education
Evelyn Black, Ex pianist

UNION COLLEGE

LOCATION

ARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College. It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville & Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. The moral tone of the town is high. Baptists, Presbyterians, Disciples, and the Methodist Episcopals have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such out of door study.

HISTORY

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable building erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and students, citizens and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed, and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. The coming of the elective system and the broadening of the curriculum seemed like an impossible task to those in charge of the college, so the College Department was gradually dropped and for several years the school became an academy and a primary school. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and Stevenson Hall was also erected.

Upon the resignation of President Easley in 1910, Judge James D. Black, LL.D., of Barbourville, later Governor of Kentucky, became the fourth President of Union College. Under his management the material as well as the less tangible interests of the school

progressed with rapid strides. The two years of President Black's connection with the school will be remembered as years of solid growth.

For the next three years the school was under the leadership of President Percy L. Ports, for several years Professor of Natural Science in Union College, followed by that of Rev. E. R. Overley, President, together with B. C. Lewis as Vice President and Business Manager. These were years in which there was a change taking place with regard to the scope and nature of the work that Union College should do in the future. The General Board of Education of our Church gave valuable assistance in setting a new program and in arranging for it to be carried out.

On June 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure, which embraced a financial campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. The balance in the budget has been met in full by conference of each year, and a good start has been made on the larger financial campaign. The Memorial Gymnasium was erected in 1919, and is one of the most beautiful and the most serviceable to be seen on a college campus anywhere.

The College plant has been more fully equipped, the campus has been enlarged from eight acres to twenty-five acres, and a modern home for the president was completed early in 1925.

The endowment has been very materially increased until it is now over $350,000, with a reasonable assurance of its reaching $500,000 in the near future.

The moral and religious life of the College receives equal consideration with the usual school work. No effort is spared in keeping before the students the highest and best moral and religious influences. The program is

positive and not negative. Those who attend Union College are her best witnesses to the wholesome, earnest program for the best Christian character.

At the Board meeting in January, 1916, it was decided that the College Course proper should be restored as fast as possible. It was started in 1916-17 with gratifying results, and this bulletin presents a full college course, with more than one hundred college students which we expect to see increased each year until we can take no more.

The State University of Kentucky and the Department of Education of the state have given Union College the rating of a Standard Four Year College. The future of Union College is assured. The plant and equipment is worth over $300,000, and her endowment is sufficient to guarantee her continuance as a Standard College. She is developing rapidly and is destined to become one of the outstanding colleges of the country.

AIM

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting shield. To vitalize the power of intellectual development; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love of the Good, the True and the Beautiful; to increase lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the Christian College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school, then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school will teach faith in oneself, the value of self-reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it

can teach the sons and daughters of its patrons to be "of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting," its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine Christian character. It interprets the meaning of life and sets itself the task of fitting young men and women for the manifold and responsible duties of Christian civilization.

CAMPUS

The front campus comprises about ten acres and is situated on the highest part of the town. The buildings are located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties of native trees. The buildings are connected with each other and with the street by cement walks. A deep well of pure, wholesome water is located on the front campus. There are tennis courts, besides ample room for croquet lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

The athletic field lies immediately back of the campus and affords ample room for all kinds of field athletics. The whole grounds of the College comprise about twenty-five acres.

BUILDINGS

Administration Building — This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel,

laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories—chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

Fanny Speed Hall—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and a laundry room where students often do their laundry, make candy, etc.

Stevenson Hall—This is a brick structure of colonial design, three stories high. The rooms accommodate two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

Superintendent's Cottage—This is a splendid frame cottage with all modern improvements. The Superintendent of Buildings and Grounds occupies it.

Soldiers and Sailors Memorial Gymnasium—This new gymnasium was built as a memorial to the soldiers and sailors of the world war and is the most beautiful building on the campus. It is one of the best college gymnasiums in the state. It is constructed of brick and Bedford stone.

The basement has a swimming pool, showers, toilets, lockers, and dressing rooms. The playing floor is 90x60 feet and gives ample room for all kinds of indoor athletics and physical exercises. The balcony is fixed for a running track. The whole building is well equipped.

PRESIDENT'S RESIDENCE

The President's residence is a beautiful brick veneer two-and-one-half-story modern home. It is well arranged

for taking care of groups on occasions, and is modernly equipped and furnished.

HEAT, LIGHT AND POWER PLANT—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells.

EQUIPMENT

LIBRARY—The Speed-Stevenson Library, containing about three thousand volumes, was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College. The late Professor George H. Daines was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading Room is supplied with many of the best secular and religious papers and current magazines. The students are thus able to keep themselves informed with respect to the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson of Barbourville, Kentucky, generously donated a large number of books. These books, embracing a wide range of useful information, constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

In 1917 we received two very liberal and much appreciated gifts of books for the Library.

Mrs. J. H. Good of Ashland, Ohio, sent us, through the *Western Christian Advocate,* a very excellent collec-

tion of books; and Mrs. E. J. Langdon, the mother of the late Professor Langdon, head of our English Department, gave the College Professor Langdon's private library, embracing a very large number of splendid books, which will remain on the shelves as a memorial to his great love for the College and his friendship for the students.

In 1918 Dr. E. C. Wareing, editor of the Western Christian Advocate, very graciously presented the college with several hundred splendid volumes.

In 1921 Rev. W. B. Collins, D.D., one time pastor of Trinity M. E. Church, Louisville, Ky., presented the College with his private library of several hundred volumes. The library has not received a more valuable collection. It will be known as the Collins Collection.

Mrs. F. E. Baldwin, of Elmira, N. Y., and Mrs. Mary E. Means, of Ashland, Ky., have promised $1,000 each for new books. They are paying it regularly and new books are being put on the shelves in every department. Mr. W. G. Bennett contributed a new Encyclopedia Britannica.

Maps—The College now has complete sets of historical maps covering Ancient, Modern and American History. These, together with many other maps and globes, make this equipment quite adequate to the needs of these departments.

Laboratories: *Chemistry.*—Accommodations are provided for thirty-two students at two tables. The tables are equipped with running water, hoods and natural gas, and the tops are acid-proofed. The equipment includes two excellent balances of analytical grade and four others somewhat less delicate, as well as an automatic water still for supplying the required distilled water for analytical work. The stockroom contains ample glassware and chemicals for individual work in the inorganic, organic and analytical courses.

Physics—In this laboratory, apparatus is provided for individual work in mechanics, heat, light, sound, magnetism and electricity. The apparatus includes a Hart

optical disk, a standard steel meter stick, a wire testing machine, tortion apparatus, vapor pressure apparatus, harmonic motion apparatus, Wheatstone bridges, a laboratory electrical transformer, a barometer, a Westphal balance, a one-horse-power electric motor, static machines, "X-ray" tubes, organ pipe, sonometer, diffraction apparatus, an electrically driven Nelson vacuum and pressure pump, and other modern standard equipment.

Biological—In these are provided dissecting sets and microscopes for work in botany and zoölogy. There are fifteen compound microscopes, eight with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoölogical specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

DOMESTIC SCIENCE

Sewing Room—The Sewing Room is equipped with Singer sewing machines, tables, mirror, and such other equipment as is necessary for the work in that department.

Kitchen—The Domestic Science Kitchen is fully equipped with gas stoves, ovens, water, dishes and cooking utensils.

MATHEMATICS—Hardwood models of the various geometric forms are provided. Drawing boards and accessories are provided for classroom work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

MUSIC—The College owns eight upright pianos, and the chapel is graced with a concert grand for public services and concerts.

POWER PLANT AND SHOP—For lighting, the College owns a forty-horse-power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood-working tools.

FIRE PROTECTION—The buildings are furnished with twenty hand chemical fire extinguishers. The students are instructed in the use of these at the beginning of each session. Large water pipes run into the buildings with water hose attached on each floor.

SANITATION

All the water used for drinking purposes at the College comes from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is 100 feet deep and furnishes pure, soft water from the deep-lying sandstone. This is used in the dining-room. The College has a modern sewerage system, extending half a mile to Richland Creek. The bread and pastries used are baked in the College Bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT

Proper control and guidance of a student body are of such great importance that too much attention can not be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Coöperation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen can not well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the semester.

The student's dress should be simple, not elaborate or faddish. The dormitory student is required to keep his room and its contents in good condition. Students' rooms are subject to inspection by proper authorities at any time.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the College. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property. A deposit is required. See *expenses.*

The use of tobacco, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

RELIGIOUS INTERESTS

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philanthropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Forty minutes each school day are spent in whole-hearted singing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after the best Christian type. Revivals are also a part of our religious program. All students are urged to become Christians and to unite with some church. Nearly every student not previously a Christian becomes converted.

Thursday evenings, between supper and study hour, we have a people's meeting of Scripture, prayer, singing, testimony and praise.

All students are required to attend Sunday School and Sunday morning preaching services, also the revival services in the college.

DROPPING WORK

After once enrolling in a class the student can not drop the work except by the consent of the Dean and the teacher in charge.

MAIL

The College mail carrier will collect all out-going mail from the dormitories and Administration Building each morning and afternoon and will deliver the in-coming mail likewise.

THE JOSHUA S. AND ELIZABETH TAYLOR SCHOLARSHIPS

The Rev. Joshua S. Taylor and Mrs. Elizabeth Taylor, of Middleburg, Ky., left to Union College the sum of $3,100, the income of which is to be used to help men studying for the ministry in the Methodist Episcopal Church in Kentucky.

The Board of Education has ruled that this money may be spent on the basis of need together with the promise of future service to the Church. That is to say, a young man who is studying for the ministry in the Methodist Episcopal Church, who needs some financial assistance, and who has promise of making a useful man, will receive help, rather than the man who needs no financial help or the man who is comparatively indifferent about his call to the ministry. It is a real pleasure to help the young man who is dead-in-earnest and needs help.

Application for a Taylor Scholarship should be made to the President of the College.

ATHLETICS AND PHYSICAL TRAINING

Athletics at Union College will be kept on a very high ethical plane and everyone participating will be in a character-building exercise as well as wholesome sport. Interclass games are one of the leading features of athletics at Union College. Almost everyone that has any desire for athletics has a splendid opportunity to play.

Union always has good teams. The whole College and community like sports. The major sports are football, basket ball, baseball, tennis and swimming.

All students are required to take two hours a week in physical training under one of the physical trainers. The gymnasium is supplied with all kinds of apparatus for giving the needed exercises. Every student will be taught to swim. The pool is open to boys three days a week and to girls three days a week. The water is kept in a pure condition by changing, filtering, and chemical treatment.

BOARDING STUDENT'S OUTFIT

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for bureau and washstand. The young men will provide for single beds.

Expenses

All bills are charged by the semester and are payable in advance. It is expected that bills be paid when the student enrolls. They must be paid within ten days or the student will be dropped from school.

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term or fewer than two lessons a week, the lessons will be at a higher rate than by the term.

Credit for board will be allowed at the rate of $3.50 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition and board for a semester. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See pages 18-21 for Government and Boarding Student's Outfit.

TUITIONS

	First Semester	Second Semester
College	$30.00	$30.00
Academy	25.00	25.00
Normal	25.00	25.00
Expression—Two lessons a week	27.00	27.00
One lesson a week	15.00	15.00
Piano—Two lessons a week	30.00	30.00
One lesson a week	18.00	18.00
Voice—Two lessons a week	30.00	30.00
One lesson a week	18.00	18.00
Harmony or History	10.00	10.00
Violin—Two lessons a week	30.00	30.00
One lesson a week	18.00	18.00

LABORATORY AND RENTAL FEES

	First Semester	Second Semester
General Science and Botany	$ 0.75	$ 0.75
Zoology	3.00	3.00
Physics	3.00	3.00
Chemistry 1	4.00	4.00
Chemistry 2	6.00	6.00
Piano rental, one hour daily	4.50	4.50
Domestic Science, Cooking	3.00	3.00
Domestic Science, Sewing	1.50	1.50

BOARD AND ROOM

	First Semester	Second Semester
Board and room, including light, heat, water, and mail service	$90.00	$90.00

MISCELLANEOUS

Registration deposit, refunded when student checks out at the dean's office upon leaving school.....$1.00
Breakage deposit in Boys' Hall, refunded when key is turned in if everything is in good condition..... 5.00
Same, in Girls' Hall..... 2.00

All girls living in Speed Hall will pay fifty cents a semester for the use of electric irons for ironing and pressing.

Special Examination 1.00
College, Academic, Music, Art or Expression Diplomas.... 5.00
Student Activity fee, per semester 8.00

(This fee is paid by all students and covers all expenses for gymnasium, admission to athletic games, all sports, lyceum, and a subscription to the college paper, *The Orange and Black.*)

Certificates in Music Courses..... 1.00

Total expenses for board and room, tuition and Gymnasium and Student Activity fee for the different departments are as follows:

	First Semester	Second Semester	Year
College	$128.00	$128.00	$256.00
Academy or Normal	123.00	123.00	246.00

A number of scholarships covering tuition in Academy or College have been provided for ministerial and missionary students who need help in getting an education. Write for particulars.

REFUNDING

No fees will be refunded.

No tuition will be refunded. But in case of protracted sickness when the student has to drop out of the term's work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

College of Liberal Arts and Science

ADMISSION

Graduates from our Academy, and from accredited high schools and academies, will be admitted to the Freshman class.

Fifteen units of high school work are required for entrance to the Freshman year of the College. A subject pursued daily with forty-minute recitations, or four days a week with fifty-minute recitations for a school year of at least thirty-six weeks constitutes a "unit." Some of the units are required and others elective as follows:

REQUIRED		ELECTIVES	
Algebra	1½	Zoology	½ or 1
Geometry	1	History	1
*English	3	German	2
Science	1	Physiology	½
History	1	Chemistry	1
		General Science	½ or 1
		Greek	2
ELECTIVES		English Bible	½ to 2
		Bookkeeping	1
Latin	1 to 4	Domestic Science	1 to 2
French	2	Manual Training	1
Spanish	2	Mechanical Drawing	1
Solid Geometry	½	Economics	½
Physics	1	Psychology	½
Physical Geography	½	Music	1 or 2
Botany	½ or 1	Expression	½ or 1

REQUIRED

English Grammar and Rhetoric—One unit. Every applicant must be able to write clear and correct English, and no applicant will be accepted in English whose work is seriously defective in spelling, punctuation, grammar and paragraph structure. The proper preparation for this part of the requirement is practice in composition through the four preparatory years, with correction of themes by the teacher and revision by the pupil. Subjects for themes should be taken from the books prescribed for general reading below, and also from the pupil's observation

*Students entering the College with three credits in English must have had the intensive study indicated on page 25.

and experience. Practice should be afforded in writing narration, description, exposition and argumentation. Applicants should be familiar with those principles of Rhetoric which are most helpful in elementary composition: viz., the principles of sentence structure, outlining, paragraphs and choice of words. The amount and kind of work required is indicated in Lockwood and Emerson's Composition and Rhetoric. Hill's Rhetoric or Brooks' English Composition and Rhetoric.

ENGLISH CLASSICS (A) FOR READING AND PRACTICE. ONE UNIT

The applicant is expected to give evidence of a general knowledge of the subject matter and to answer simple questions on the lives of the authors.

The books set for this part of the entrance requirements in 1917 will be:

GROUP 1—Classics in Translation. Two to be selected. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Aeneid, The Odyssey, Iliad and Aeneid should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP 2—Shakespeare. Two to be selected.

Shakespeare's "Midsummer-Night's Dream;" "Merchant of Venice;" "As You Like It;" "Twelfth Night;" "The Tempest;" "Romeo and Juliet;" "King John;" "Richard II;" "Richard III;" "Henry V;" "Coriolanus;" "Julius Cæsar;" "Macbeth;" "Hamlet."

N. B.—The last three only, if not chosen for study.

GROUP 3—Prose Fiction. Two to be selected.

Malory's: "Morte d'Arthur;" Bunyan's "Pilgrim's Progress," Part I; Swift's "Gulliver's Travels," (voyages to Lilliput and to Brobdingnag); Defoe's "Robinson Crusoe," Part I; Goldsmith's "Vicar of Wakefield;" Frances Burney's "Evelina;" Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's "Castle Rackrent," or the "Absentee;" Dickens' Novels, any one; Mrs. Gaskell's "Cranford;" either Kingsley's "Westward Ho!" or "Hereward the Wake;" Reade's "The Cloister and the Hearth;" Blackmore's "Lorna Doone;" Hughes' "Tom Brown's Schooldays;" either Stephenson's "Treasure Island," or "Kidnapped," or "The Master of Ballantrae;" Cooper's Novels, any one: Poe's "Selected Tales:" either Hawthorne's "The House

of Seven Gables," or "Twice Told Tales," or "Mosses from an Old Manse." A collection of short stories by various standard writers.

GROUP 4—Essays, Biography, etc. To be selected.

Either the "Sir Roger de Coverley Papers," or "Selections from the Tatler and The Spectator," (about 200 pages); "Boswell's Selections from the Life of Johnson," (about 200 pages); "Franklin's Autobiography;" either "Irving's Selections from the Sketch Book," (about 200 pages), or "The Life of Goldsmith;" "Southey's Life of Nelson;" "Lamb's Selections from the Essay of Elia," (about 100 pages); "Lockhart's Selections from the Life of Scott," (about 200 pages); "Thackeray's Lectures on Swift, Addison and Steele in the English Humorists;" Macaulay; one of the following essays: "Lord Olive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," or "Madame d'Arbley," Trevelyan's "Selections from Life of Macaulay" (about 200 pages); (about 150 pages); "Dana's Two Years Before the Mast," "Lincoln's Selections," including at least two Inaugurals, the "Speeches in Independence Hall and at Gettysburg," the "Last Public Address," and "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman's "The Oregon Trail;" Thoreau's "Walden," Lowell's "Selected Essays," (about 150 pages); Holmes' "The Autocrat of the Breakfast Table;" Stevenson's "Inland Voyage, and Travels with a Donkey;" Huxley's "Autobiography and Selections from Lay Sermons," including the address on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk;" a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP 5—Poetry. Two to be selected.

Palgrave's "Golden Treasury" (First Series); Books II and III, with special attention to Dryden, Collins, Cowper, Gray and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's "The Traveler and the Deserted Village;" Pope's "The Rape of the Lock;" a collection of English and Scottish Ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge's "The Ancient Mariner," "Christabel and Kubla Khan;" Byron's "Childe Harold;" "Canto III or IV," and the "Prisoner of Chillon;" either Scott's "The Lady of the Lake" or "Marmon;" Macaulay's "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry;" either Tennyson's "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home

Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—," "The Pied Piper," "Instans Tyrannus;" Arnold's "Sohrab and Rustum," and "The Forsaken Merman;" Selections from American Poetry, with special attention to Poe, Lowell, Longfellow and Whittier.

ENGLISH CLASSICS (B) INTENSIVE STUDY. ONE UNIT

Preparation for this part of the work includes thorough study for each of the works named below; a knowledge of the subject matter, form, and structure. The books set for entrance requirements in 1917 will be:

GROUP 1—*Drama.* One to be selected.

Shakespeare's "Julius Cæsar," "Macbeth," "Hamlet."

GROUP 2—One to be selected.

Milton's "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas;" Tennyson's "The Coming of Arthur," "The Holy Grail," and the "Passing of Arthur;" the selections from Wordsworth, Keats and Shelley in Book IV of Belgrave's "Golden Treasury" (First Series).

GROUP 3—*Oratory.* One to be selected.

Burke's "Speech on Conciliation with America;" Macaulay's "Two Speeches on Copyright," and Lincoln's "Speech at Cooper Union;" "Washington's Farewell Address," and Webster's "First Bunker Hill Oration."

GROUP 5—*Essays.* One to be selected.

Carlyle's "Essay on Burns," with a selection from Burns' Poems; Macaulay's "Life of Johnson;" Emerson's "Essays on Manners."

ALGEBRA—The Equivalent of Mathematics I (b) and (c) and II (a), (b) and (c) in the Academy.

GEOMETRY—The equivalent of Mathematics III in the Academy.

HISTORY—History I in the Academy or an equivalent in General History.

The required unit in Science will be Botany, Physics or Chemistry.

BOTANY—One unit. This course should be both technical and practical, and include a microscopic study of the cells and tissues of the plant, including root, stem and leaves, lectures, field and laboratory work on algae, mosses, ferns, gymnosperms and cryptogamous plants taken up in the Spring Term. Bergen's Essen-

tials in Botany, or a similar text, indicates the ground to be covered.

PHYSICS—One unit. The equivalent of the work in Millikan and Gale's First Course in Physics. Laboratory notebook should be presented.

CHEMISTRY—One unit. An introduction of general chemistry. The student should be familiar with the common elements and inorganic compounds and in an elementary way with the theory of chemistry. The instruction must include both textbooks and laboratory work and extend over a period of one year. Notebooks must be presented.

ELECTIVES

GREEK—First unit. White's First Lessons in Greek or First Greek Book, or, an equivalent. The reading and translation of the first six chapters of Xenophon's Anabasis. Special attention should be given to pronunciation, accent, inflection, and the general essentials of grammar.

GREEK—Second unit. Goodwin's or Hadley and Allen's Greek Grammar; any standard edition of Xenophon's Anabasis; Sones' Greek Composition, or Sidgwick's Greek Writer. Systematic and thorough study of Greek grammar; special drill in syntax; the translation of books I, II, III, and IV of the Anabasis; thorough drill in Greek Composition; history of the period in which Xenophon lived.

LATIN—Two to four units. See Latin I, II, III, and IV in Academy.

GERMAN—Two units. A thorough knowledge of the rudiments of German grammar; ability to read prose or poetry of moderate difficulty; ability to translate simple English sentences into German; the reading of at least three hundred pages of prose; translation of matter based on the text read; memorizing of selected poems, practice in writing and speaking German.

HISTORY—One unit. A year of High School work in English History, American History and Civics, or Medieval and Modern History.

SCIENCE—One unit. Another of the Sciences already mentioned, or Physiography, General Science, Agriculture, Domestic Science, or other acceptable subject. The time spent and the amount of field work and experiments done will determine the amount of credit.

PHYSIOLOGY—One-half unit. The equivalent of Martin's Human Body. (Briefer course.)

ENGLISH BIBLE—One-half to two units. Work presented from standard Bible schools will be accredited on proper basis.

SOLID GEOMETRY—One-half unit. The work of some standard text.

ECONOMICS—One-half unit. The practical study of some text like Laughlin's Political Economy.

PSYCHOLOGY—One-half unit. A half year's work completing a text like Halleck's Psychology and Psychic Culture.

BOOKKEEPING—Mechanical Drawings, Manual Training, Domestic Art or Science, and Successful Teaching Experience may be credited as electives, one-half unit or one unit each, according to the grade and amount of work done.

MUSIC—One or two units. See Music Department.

CONDITIONED STUDENTS

A student may enter the College on condition with fourteen units but the condition must be removed not later than the sophomore year.

ADMISSION TO SPECIAL STUDENTS

As a rule students desiring to pursue college work will be entered in a regular class looking toward graduation, yet under exceptional circumstances students who are not candidates for a degree may be permitted to take selective studies. However, such students must satisfy the faculty that they are able to take with profit the work selected. Each case will be decided on its own merits.

ELECTIVE WORK

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the

institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than six hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the trimester plan will be accredited at proper ratio. No student should expect to receive full credit for work done at institutions not having equal entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

REQUIREMENTS FOR GRADUATION

The Bachelor of Arts Degree (A.B.) will be conferred upon the completion of 124 semester "hours," including the required work and a major and two minors to be chosen by the student at the beginning of the Sophomore year.

Four of the 124 hours required for graduation shall be taken in physical education during the Freshman and Sophomore years, one hour each semester.

The "hour" is the work done in a class meeting one period each week for a semester. Two periods of laboratory work is equal to one hour of class work.

The required work is listed and the amount of elective work is stated under the curriculum. When the major and minors are selected the amount of elective work will be reduced accordingly.

A major subject and two minor subjects must be chosen at the beginning of the Sophomore year. One must be correlated to the major subject. The other minor may be selected from any field approved by the professor in charge of the major subject together with the President.

The work in the major subject will cover not less than eighteen hours above elementary courses and a minor not less than twelve hours.

It is urged that every student take at least one good course in History and a first course in Physics, Chemistry, and Biology unless a good course in each has been taken in High School.

The one hundred twenty-four semester hours of work must be of such a character as to make at least one hundred twenty-four "points" on the following scale:

One semester hour completed with a grade A counts three points.

One semester hour completed with a grade B counts two points.

One semester hour completed with a grade C counts one point.

Grades below C do not count for points.

EXAMINATIONS AND GRADES

Written tests are given at the end of the sixth and the twelfth week of each semester and final examinations at the close of each semester. Test and examination grades, together with the daily grade, constitute the semester grade. Grades are reported in letters as follows: A, B, C, D, E, and F. Grade A means *excellent;* grade B means *good;* grade C, *fair;* grade D, *passed;* grade E, *conditioned;* grade F, *failed.* If the student is carrying extra work no D grade and only one C grade a term will count towards graduation. No completed course will be marked E. Only a continued course will be marked E when the teacher thinks the student may make up the deficiency before the course is com-

pleted. If the student does not make up the deficiency the whole course will be marked F. A grade of F means that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Credit toward graduation will not be given on a course not completed, except in certain courses where the work done will justify.

An order for special examination may be obtained at the Office by paying a fee of $1.00. Examinations other than those set for the class shall be classed "special examinations," and can not be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

HONORS IN SCHOLARSHIP

Honors in scholarship are recorded on the diplomas of the students winning them, and published on the Commencement program.

Honors in General Scholarship—two grades of honors, designated respectively as honors (*cum laude*) and high honors (*magna cum laude*) are conferred at graduation upon students who satisfy the following conditions of scholarship:

Honors in general scholarship are awarded to those students who have attained a grade of A in 66 hours of the total required for graduation, and a grade not lower than B in 40 hours more.

High honors are awarded to those students who have attained the grade of A in 106 hours of the total required for graduation.

Students completing more than 124 hours for graduation, must attain the same ratio of hours in A and B.

Students coming from other colleges may receive general honors on completing two years of resident study and satisfying the conditions of scholarship prescribed by the Faculty; provided they furnish also such evidence of high scholarship in the institution from which they came as may, in the judgment of the Faculty, entitle them to become candidates for honors under the regulations.

CURRICULUM

Freshman

FIRST SEMESTER		SECOND SEMESTER	
English Composition	3	English Composition	3
Mathematics or Science	3 to 5	Mathematics or Science	3 to 5
*Foreign Language	3 to 4	*Foreign Language	3 to 4
Bible	2	Bible	2
Physical Education	1	Physical Education	1
†Electives		†Electives	

Sophomore

English Literature	3	English Literature	3
Mathematics or Science	3 to 5	Mathematics or Science	3 to 5
History	3	History	3
Bible	2	Bible	2
Physical Education	1	Physical Education	1
Electives		Electives	

Junior

Philosophy	3	Philosophy	3
Electives	12	Electives	12

Senior

Electives	15	Electives	15

When the major subject has been chosen, and that should be done at the beginning of the Sophomore year, the electives in the other years will be reduced by the major and minor requirements.

*Every student will be required to take twelve hours of foreign language during the College course.

†Those expecting to make a certificate to teach before finishing their college course should take three hours in Education. Fifteen hours constitutes a regular load. Freshmen and Sophomores will be required to take one additional hour in physical training each semester. No Freshman may be assigned over sixteen academic hours and no other student may be assigned over seventeen except by vote of committee.

College Department of Instruction

ENGLISH

The English work is fundamental to all other courses. All students are required to take courses 1 and 2 and are encouraged to take as much more as they have time to give to that field.

Students majoring in English will take courses 1, 2, and 3 and elect at least twenty hours more from the other courses under the direction of the head of the department.

For a minor in English take courses 1, 2, and at least fifteen hours more selected under the advice of the department.

Those majoring in English will take one minor in Greek, Latin, French, German or History.

ENGLISH 1—*Composition.* The chief purpose of this course is to train the student in the use of easy, idiomatic English. It is believed that successful instruction in Rhetoric depends not so much upon precept as example and practice; so the student is encouraged to write freely upon subjects that appeal to him, and that spring naturally from the interests and activities of his daily life. The instructor corrects each paper in detail, and makes appointments with each student for private consultation as he sees fit. The instruction is made extremely flexible, and freshness and variety of methods are constantly sought. Required of all Freshmen.

Three hours a week throughout the year.

ENGLISH 2—*Literature.* This course aims to give a rapid survey of the development of English Literature from Beowulf to the present time, as a basis for all further study of Literature. Collateral reading with reports is a regular part of the work. Required of all Sophomores.

Three hours throughout the year.

ENGLISH 3—*Elements of Literary Criticism.* A study of the underlying principles of criticism with abundance of opportunity to apply those principles to literature itself.

Three hours throughout the year.

Courses 1, 2, and 3 are prerequisites of all other courses in English.

ENGLISH 4—*Scribblers' Club.* This course is open to all college students who like to scribble. Its purpose is to develop fluency, to enlarge vocabulary, to help the student to perfect his own style by study of usage and principles underlying all forms of writing, and by the study of present-day literature as found in some of our best current literature. Some attention is given to Journalism. The Club is called in from time to time to furnish college news and articles of interest for our school paper and for the local press.

Two hours throughout the year.

ENGLISH 5—*History of the English Language with Word Study* This course aims to give students a vital interest in their own language as a medium of expressing their own thoughts and feelings, with an ever-increasing delight in acquiring new words for every day use.

Three hours throughout the year.

ENGLISH 6—*Nineteenth Century Poetry.* A study of the period of transition from the later Romanticism to the spirit of the nineteenth century proper will precede the regular work which will include a detailed study of the poetry of Arnold, Clough, Browning, Tennyson, Rossetti, and Swinburn, with frequent excursions into the poetry of England today.

Three hours throughout the year.

ENGLISH 7—*Nineteenth Century Prose.* This course parallels Course 6, covering the prose work of Newman, Arnold, Ruskin, Carlyle, Macaulay and others.

Three hours throughout the year.

ENGLISH 8—*Poetry.* The first semester is devoted to the Study of the Lyric, from Shakespeare, including the present day; the second semester to a careful Study of the Epic, concluding with Milton's "Paradise Lost."

Three hours throughout the year.

ENGLISH 9—*Browning and Tennyson.* One-half year will be given to each of these great representatives of the nineteenth century spirit.

Two hours throughout the year.

ENGLISH 10—*English Poetry.* The fall term in this course will be devoted to a study of English Lyrics from Shakespeare to the present time; the winter term will be given to a study of the drama of Shakespeare; the spring term will be given to a careful study of the Epic, as represented by Milton's "Paradise Lost."

Three hours throughout the year.

ENGLISH 11—*Drama.* The first semester: a study of Shakespeare as the greatest of all English dramatists; the second semester covers the transition period from Shakespeare to Ibsen, and makes a thorough study of Ibsen and the drama of today.
Three hours throughout the year.

ENGLISH 12—Epics in Translation. The Iliad, the Aeneid and the Divine Commedia are studied in translation.
Two hours a week throughout the year.

ENGLISH 13—*Classic Drama in Translation.* This course will cover the great tragedies and comedies of the Greek and Roman Literature.
Two hours throughout the year.

ENGLISH 14—*English Novel I.* Only students who have time for much outside reading should elect this course. It will include representative novels from Richardson to George Eliot.
Two hours throughout the year.

ENGLISH 15—*English Novel II.* This course continues the work of Part I and will include the novels of Stevenson, Kipling, Hardy, McCleod, Gissing, Sinclair, Wells, and others.
Two hours throughout the year.

ENGLISH 16—*Eighteenth Century.* This course covers a thorough review of the Restoration, the development and decline of the spirit of Classicism.
Two hours throughout the year.

ENGLISH 17—*Method of Teaching English.* Open only to those who expect to take up English teaching in the High school.
Two hours throughout the year.

ENGLISH 18—*The Bible as Literature.* This course aims to teach as literature, the stories, the poetry, the drama, with something of the philosophy of the Bible, applying the principles of literary art to the greatest single collection of literature in the world. Elective for Sophomores, Juniors, and Seniors.
Two hours a week.

ENGLISH BIBLE, THEOLOGY, AND LIFE SERVICE

The work in Bible is a literary, historical, social and devotional study of the English Bible with a view to making scholarly and genuine Christian citizens. The work is presented with such thoroughness and appreciation as to remove a too frequent feeling that such study is not worthy of the time of people of affairs.

The work in Theology is designed especially for ministerial students, but any student will find these courses of

real benefit in a general as well as in a specific way. The grounding of belief is a great and steadying asset in living a consistent and forceful life.

This is not supposed to be a theological seminary course, but it is offered as a training which will meet the needs of the man or woman who wants some help in Christian work before going to a theological seminary. Also, there are thousands of efficient workers who can not and who never hope to get a complete College training. Again, a course in a System of Christian Doctrine is as valuable as a mind and character builder as almost any college course one could take.

Thirty hours in this department, including twelve hours of Bible, will constitute a minor. Theology I is designed for beginners and will not be credited in the College Department.

BIBLE 1—*Life and Teachings of Christ.* The four gospels are carefully studied with view to ascertaining the facts about the life of Jesus and his sayings from the oldest sources. Also this course takes up in the second half of the year a study of the social and ethical teachings of Jesus as given in the gospels.

Two hours throughout the year.

BIBLE 2—*Early Hebrew Life and Literature.* A study of the Pentateuch with view to getting the point of view of the early Hebrews and their social, political and religious standards as revealed in the narratives and laws from the creation to the death of Moses. The second half of the year will be given to the study of the golden age of Hebrew History as given in Samuel, Kings, and Judges. Beginning with the entrance to the promised land and continuing to the close of Solomon's reign a careful study is made of the Hebrew life and nation as it passed from stage to stage.

Two hours throughout the year.

BIBLE 3—*Old Testament Prophets.* Their times, the needs of the people, their spirit, and their message. Designed for College students only.

One hour throughout the year.

BIBLE 4—*Pauline Epistles.* The social, devotional, ecclesiastical, philosophic and doctrinal problems of the early Christian Church. Paul's Epistles largely constitute the matter for study. Open to College students only.

One hour throughout the year.

THEOLOGY 1—*The Pastor and His Church.* This course deals with the activities, organizations and methods of work in the church; and the pastor's practical and personal relation to them.

Two hours a week throughout the year.

THEOLOGY 2—*Homiletics.* This course is practical but will be made as literary as possible. A careful study of sermonizing, making of outlines, writing of briefs and sermons. Lectures by the instructor and some good text, such as Broaddus, Kern or Pattison.

Two hours a week throughout the year.

THEOLOGY 3—The first part of the course will be a careful study of Theism as a fundamental to Christian philosophy. When the fundamental is well established the course will proceed to build up a well constructed system of Christian doctrine. The basis for this course will be Sheldon's System of Christian Doctrine, collateral reading, lectures and discussions.

Three hours a week throughout the year.

THEOLOGY 4—*History of the Christian Church.* Deals with the rise and development of the early church; the mediaeval period, including the growth of the Papacy; the German Reformation; and subsequent denominationalism.

Four hours per week throughout the year.

Credit given by the semester.

THEOLOGY 5—*Biblical Hermeneutics.* This offers a study of the laws by which the Bible may be explained. It consists of first, introduction to Bible interpretation, the study of Bible languages, inspiration, textual criticism, and the qualifications of an interpreter; second, a study of the principles of Bible interpretation; third, the History of Bible interpretation from the ancient Jewish down to the present time.

Two hours a week throughout the year.

THEOLOGY 6—*Comparative Religions.* This course will consist of a comparative study of the great world Religions, with special emphasis upon the three great Missionary Religions, Buddhism, Mohammedanism, and Christianity.

Two hours a week throughout the year.

THEOLOGY 7—*Missions.* An outline study of early missions in the early and mediaeval periods of church history, to be followed by a more extensive study of Protestant missions throughout the world. Particular fields may be given special attention if so desired.

Two hours per week throughout the year.

FRENCH

The aim of these courses is to give the student a knowledge of the language both written and spoken, to appreciate the literature, a general knowledge of the history and development of the languages.

For a major in French take courses 2, 3, and 5. Students majoring in French are advised to take course 4 also.

For a minor in French take courses 2, and 3 or 5.

A student majoring in French will take one minor in Latin, Greek, Spanish or German.

FRENCH 1—*Elementary French.* Fraser and Squair is used as a grammar and reference book. Oral conversation and written work. Reading of one easy prose book.
Four hours throughout the year.

FRENCH 2—*Intermediate French.* Reading of such authors as Mérimee, Dumas, George Sand, Labiche and Martin. Memorizing of poems. One paper written in French. Conversational French to a large extent.
Three hours throughout the year.

FRENCH 3—*French Literature in First Half of Nineteenth Century.* Study of Victor Hugo, Lamartine, Alfred de Vigny, Alfred de Musset, Chateaubriand. Study of the literature of this period by collateral reading. Open to students who have completed Course 2.
Three hours throughout the year.

FRENCH 4—*French Prose Composition.* This course aims to give the student a better knowledge of writing and speaking French. Open to students who have completed Course 2.
Two hours throughout year.

FRENCH 5—*French Literature.* A study of Drama. The reading of such writers as Corneille, Racine, Moliere. Outline of the literature of this period.
Three hours throughout the year.

GERMAN

The method and purpose is the same as with French.

For a major in German take courses 2, 3 and 5. Students majoring in German are advised to take course 4 also.

For a minor in German take courses 2, and 3 or 5.

Those majoring in German will take one minor in Latin, Greek, French or Spanish.

GERMAN 1—*Elementary German.* This course embraces a thorough knowledge of pronunciation, forms, and elements of German Grammar. Text used is "Kayser and Montessers' Foundation of German." The reading of easy prose. "Sturm's Immensee" is read during last term. Conversation used whenever possible.

Five hours throughout the year.

GERMAN 2—*Intermediate German.* The reading of easy classics and conversation.

Three hours throughout the year.

GERMAN 3—*German Short Story.* Reading of such authors as Eichendorf, Sturm, Ludwig. Some more advanced prose work.

Three hours throughout the year.

GERMAN 4—*German Composition.* Writing of short exercises into German. Conversation. Dictation. Open to students who have completed Course 2.

GERMAN 5—*German in Eighteenth Century.* Reading of Goethe, Lessing and Schiller.

Three hours throughout the year.

GREEK

To major in Greek take courses 2, 3, and 4.

For a minor in Greek take courses 2, and 3 or 4.

Those majoring in Greek will take a minor in Latin, English, French or German.

The aim of the Department of Greek is to acquire able reading knowledge of the language and an appreciative conception of ancient thought and literature.

The Grammar and Composition are continued throughout the entire course. In order to encourage independent thought and research in the field of literature, works relating to the author and subject under study are encouraged.

GREEK 1—*Essentials of Grammar.* In this course special attention is given to mastery of forms, pronunciation, accent and general fundamentals of grammar. Xenophon's Anabasis, Book I and Prose Composition once a week during the spring.

Five hours per week throughout the year.

GREEK 2—*History.* Xenophon's Anabasis. Books II-IV. Grammar and prose composition continued. This course is designed for those who have spent one year in the completion of Course I. Select Orations of Lysias.

Three hours per week throughout the year.

GREEK 3-A—*Epic Poetry.* Selections from Homer's Iliad and Odyssey. Studies and papers on the legends and epic literature of Greece.

Three hours per week for first semester.

Prerequisite, Greek II.

GREEK 3-B—Plato's Apology and Crito: collateral work on the Socratic method and philosophy.

Three hours per week for second semester.

Prerequisite, Greek II.

GREEK 4—*Oratory and History.* Demosthenes: On the Crown; Phillipics. Selections from Herodotus and Thucydides.

Research work and papers required.

Three hours per week throughout the year.

Prerequisite, Greek 3-A or 3-B.

GREEK 5—*Introduction to Greek Tragedy.* Euripides; Alcestis; Sophocles; Antigone; or an equivalent; Aeschylus; Prometheus Bound. Collateral work on the Greek drama.

Three hours a week throughout the year.

Prerequisite, Greek 3.

GREEK 6—*New Testament Greek and Exegesis.* The gospels and the Johannine Epistles are studied. The peculiarities of the text, vocabulary and syntax receive careful attention.

Textbooks—Greek New Testament and Robertson's Grammar of the Greek New Testament.

Three hours a week throughout the year.

Prerequisite, Greek 2.

GREEK 7—*Classical Theatre and Drama.* Lectures and papers on their origin, development and influence. Textbook used.

GREEK 8—*Greek and Roman Civilization.* A genetic and comparative study dealing with the principal phases of its influence upon modern life. Method of pursuit to be determined by the teacher.

Greek 7 and 8 are especially offered for those who have no reading knowledge of the classical languages.

Two hours a week throughout the year.

HISTORY, POLITICAL SCIENCE AND ECONOMICS

Major, 28 semester or 42 trimester hours. Minor, 18 semester or 27 trimester hours. Basic courses, 1, 2, or 3 must be taken before registration is allowed in advanced courses.

Courses in History

COURSE 1—A study of the foundation and development of Modern Europe from the 15th century to the present time. An analysis of the period, dealing with the rise of national states, dynastic and colonial rivalries, and the struggles for constitutional rights. Particular attention is given to the economic, political, and social forces of the period, with a study of the French and other revolutionary movements, the Napoleonic wars and the 19th century. Also a survey of the international situation preceding the World War and a brief review of the issues and results of that war. This course is a prerequisite for the advanced History courses.

Three hours a week throughout the year.

COURSE 2—*Political History of England.* The larger social, economic, and religious movements down to 1688 are studied during the first semester, while the second semester is devoted to a study of colonial and imperial development to the present time. Political and social phases are emphasized in tracing the evolution of this great democracy.

Three hours a week throughout the year.

COURSE 3—*History of the United States.* The colonial period, the French War and the Revolution, the genesis of the Federal Constitution, and the development under the Constitution down to 1815 is given during the first semester. This includes a study of the European background of American history, the development of the social, economic, and political forces in the colonies, and the development of self-determination in government leading to national consciousness. The second semester is given to a study of the period since 1815, featuring the rise and growth of political parties, the struggle between liberal and reactionary forces in American life, Civil War and Reconstruction, the rise of the United States as a world power, and American policies during and since the World War.

Three hours. Not given 1924-1925.

COURSE 11—*Bourbon, France, and the Revolution.* European consolidation and colonial expansion. First semester, 1600-1789. Second semester, 1789-1848. The political and social history covering the great age of the French monarchy under Richelieu

and Louis XIV, its decline during the 18th century, the causes leading to the French Revolution, the chief events of the Revolution, the Napoleonic era, the Reconstruction of Europe at the Congress of Vienna, the conservative reaction under Metternich, and the revolutions of 1830 and 1848.

Three hours a week throughout the year.

COURSE 12—The rise and development of the Ottoman Empire and the rise of the Balkan States. The decline of the Turkish Empire incidental to its despoilation by Russia and Austria during the 18th and 19th centuries, and the importance of Southeastern Europe in determining world policies.

Two hours. Not given 1924-1925.

COURSE 14—*The History of Europe,* 1848-1924. The period of national consolidation and world-wide expansion, the formation of alliances, the Balkan Wars and the Great War; peace problems.

Two hours. Not given 1924-1925.

COURSE 21. *Constitutional History of Great Britain.* Institutional origins and modern constitutional practice. A study of the development of the political institutions of England from the Anglo-Saxon period to modern times. The growth of Parliament, the evolution of the Cabinet, and the prerogatives of the sovereign are emphasized. The organization of political parties, their history and relation to the English democracy is also carefully considered.

Three hours a week throughout the year.

COURSE 22. *Social and Economic History of England, 1832 to the Present.* The great social reform era since 1832, which furnished a background for the social legislation of England and other countries since then. Social reconstruction, labor legislation, the Irish problem, Chartism, the new era in expansion, party controversies, etc., are studied.

Two hours. Not given in 1924-1925.

COURSE 31—*The South before the Civil War, the Civil War, and the Reconstruction.* Social distinctions, the cotton kingdom, the black belt, plantation life, treatment of slaves, underground railway, the planter class, slavery and the Church, leadership of Southern statesmen in national affairs, the eve of secession, threatening of war, the Civil War in the light of forces that tended to hasten or obstruct the clash of arms, and reorganization and readjustment up to 1880.

Two hours a week throughout the year.

Courses in Political Science

COURSE 1.—*American National Government.* A study of the principles and structure of American government. Emphasis upon its actual workings and upon current problems. Historical development, organization, powers, limitations, of the government, and treatment of sovereignty, citizenship and nationality, electorate, and governmental powers.

Two hours a week throughout the year.

COURSE 11—*American Constitutional Law, the Police Power, and the Law of Labor.* Judicial interpretation of the Constitution by the case method, relation of state and national governments, control of Interstate Commerce, protection of civil and political rights (due process of law), impairment of contracts, nature of police power, legislation concerning public health, order, and safety, constitutionality of labor legislations; control of combinations of capital, regulation of public service companies, etc. Deals with practical problems of citizenship that every citizen ought to know.

Two or three hours. Not given 1924-1925.

Courses in Economics

COURSE 1—The fundamental principles of economics, and their application in the interpretation of industrial conditions. An analysis of productive forces, exchange from the angles of value, money, banking; principles of distribution determining wages, interest, rent, and profit; rational consumption, luxury, taxation. Current social policies aiming at economic reform.

LATIN

The object of the Freshman year is to learn to read Latin with ease. After that emphasis is given to Roman literature, Philosophy, and Roman life.

For a major in Latin take courses 1, 2, and six hours additional.

For a minor in Latin take course 1 and six hours additional.

Those majoring in Latin will take one minor in English, Greek, French, or German.

LATIN 1—*Literature.* Livy's History, Books XXI and XXII. First semester, Cicero, De Senectute and De Amicitia. Second semester, Prose composition and sight reading.

Three hours throughout the year.

LATIN 2—*Literature.* The Odes and Epodes of Horace. First semester, selected letters of Pliny the younger to illustrate especially the state of Roman society at the close of the first century after Christ.

Three hours throughout the year.

LATIN 3—*Roman Life and Civilization.* Lectures and assigned reading on the public and private life of the Romans. Special emphasis upon the influence of Roman civilization on modern life.

Three hours throughout the year.

Open to all college students.

LATIN 4—*Silver Latin.* Selections from the Satirists, Persius, Juvenal and Petronius. Two hours a week (First semester). *History.* The Annals of Tacitus I-VI, two hours a week (Second semester). Open to those who have had Latin 1.

LATIN 5—*Roman History.* Suetonius' Lives of the Emperors. A more detailed and intimate study of the First Century, A.D. (Two hours a week (first semester). The Histories of Tacitus. The same period of Roman History from a more critical viewpoint. Two hours a week (second semester). Open to those who have had Latin 1.

LATIN 6—*Roman Literature.* A historical and critical survey of Roman literature from the third century B.C. to the fifth century A.D., given by lectures, a text-book, collateral readings in Latin and English. Some brief outline of philology will also be taken up. Two hours a week for the year. Elective for those who have had Latin 1 and Latin 2.

MATHEMATICS

A minor in Mathematics includes courses 2, 3, 4 and 5. If a student has not had solid geometry he will be expected to take course 1. It is the expectation of the College to offer a major in Mathematics later and anyone wishing to major in this field may start now with reasonable assurance of more work added as he gets to it.

MATHEMATICS 1—*Arithmetic.* An advanced course in arithmetic from a teacher's standpoint. A thorough review of the more difficult parts of arithmetic together with the philosophy of the subject. A course especially for teachers preparing for the Advanced Certificate.

Three semester hours.

MATHEMATICS 2—*Solid Geometry.* Lines and planes in space, polyhedrons, cylinders, cones, and spheres, with numerous original exercises. Freshman year.

Two hours, first semester.

MATHEMATICS 2 (*a*)—*Plane and Spherical Trigonometry Continued.* An attempt is made to lay the foundation for further successful mathematical study. An introductory account of the theory of logarithms and preliminary practice of the use of logarithmic tables will be followed by a study of the theory of trigonometric functions and by application of the theory to the solution of the right and oblique plane triangle and of right and oblique spherical triangles. Text: Wentworth and Smith, Spherical Trigonometry.

Three hours, first semester.

(*b*)—*Algebra.* This course presupposes a thorough knowledge of elementary algebra. Chief topics—progressions, logarithms, variables and limits, permutations and combinations, determinants, general properties of equations, and complex numbers. Text: Wentworth's College Algebra.

Three hours, second semester.

MATHEMATICS 3—*Analytic Geometry.* Loci, the straight line, circle, parabola, ellipse, hyperbola, and higher plane curves.

Three hours, first and second semester.

MATHEMATICS 4—*Calculus.* Elements of calculus, including differentiation, integration, maxima and minima, plane curves, areas, and applications to mechanics and astronomy.

Three hours, first and second semester.

MATHEMATICS 6—*Surveying.* Recitations supplemented by lectures and field practice with the compass, transit, level, and other surveying instruments. Attention is given to the best of keeping field notes of surveys, writing descriptions, plotting, computing, and proving work.

Three hours, one semester.

MATHEMATICS 7—*Astronomy.* The principles of astronomy are considered as far as possible without mathematics. Especial attention is paid to the application of physical principles and laws to astronomical reasoning. Much observation of the heavens with and without instruments. The course is cultural rather than technical in its nature. Prerequisites, Physics I and Trigonometry.

Three hours, one semester.

EDUCATION

This department presents several courses in the field of Education in keeping with the most modern and scientific studies in the interest of education.

Students taking the College Elementary Certificate should enroll in Introductory Psychology and Elementary Education. Those taking the Advanced Certificate must take in addition the course in Practice Teaching. For the various high school certificates the students must select the proper number of hours under the advice of the head of the department.

Students majoring in Education for the A.B. degree must take at least twenty-four hours under the advice of the department. For a minor in Education take at least fifteen hours under the advice of the head of the department.

INTRODUCTORY PSYCHOLOGY—This course is a first course for students in Psychology and Education. It deals with the foundations of psychic life and the fundamental bases of the learning process. Text book, collateral readings, and lectures.
Three hours a week, first semester.

EDUCATIONAL PSYCHOLOGY—This course presupposes the passing of Introductory Psychology. It deals with the various phychological processes in education and life in the light of the best literature in text books, research studies, and educational periodicals. Text books, collateral reading, and lectures.
Three days a week, second semester.

ELEMENTARY EDUCATION—This course deals with the problems of elementary education as revealed in the study of the curriculum, methods of teaching, school room management, play, and community spirit. This course is required of those taking the College Elementary Certificate or the Advanced Certificate. Text books, collateral readings, and lectures.
Two hours throughout the year.

PRINCIPLES OF SECONDARY EDUCATION—This course deals with such High School problems as curricula, adolescent psychology, vocational guidance, correlation, irregular and exceptional students. Text book, collateral reading, and lectures.
Three hours, first semester.

TEACHING HIGH SCHOOL SUBJECTS—This course presents the theory of teaching together with special study of methods in presenting different High School subjects. Frequent observations will be made of teaching in the Academy. Text book, collateral reading, lectures.
Three hours, second semester.

MENTAL TESTS AND MEASUREMENTS—This course presents briefly the history of mental tests, sifts out the fundamental facts, studies the methods and results of the most successful experiments in the field, and makes demonstration and further study. Text books, collateral reading, and lectures.
Two hours a week throughout the year.

Practice Teaching—This course requires fifty hours of participation and practice teaching together with a number of conferences with the practice teachers and professors in charge. Students taking the Advanced Certificate will do their practice teaching in the grades. Those taking High School certificates will do their practice teaching in the Academy. Readings, lectures, and conferences.

Three hours a week, first semester.

Modern Educational Problems—In this course there is presented a group of modern educational problems which are in more or less of an experimental stage. They are given to provoke creative interest as well as to get information. The group of problems may vary from time to time. Short studies, collateral readings, lectures.

Three hours a week, second semester.

Public School Administration—This course offers studies in all phases of school administration in a brief survey of the work of the public schools. Such problems as selecting teachers, professional ethics, finance, budgeting, community cooperation, discipline, supervised study, home study, moral responsibilities, school spirit, standardization and correlations of work. Text books, collateral reading, lectures.

Two hours a week throughout the year.

History of Education—This course takes a rapid review of Greek, Roman, and Mediæval education and begins more intensively with the Renaissance and the Reformation. Due emphasis is given to educational movements, special types of schools, methods, great leaders, and the effects upon community and national life. Text-book, assigned readings, and lectures. Any student selecting this course should have had Ancient, Mediæval, and Modern European History. Prerequisite: General Psychology.

Three hours a week, first half year.

Philosophy of Education. In this course an effort is made to get the relation of the educational process to biology, psychology, and social well-being of the individual and the race. Educational theory and curricula are critically studied, also the social aspects of past and present educational practices. Prerequisite: General Psychology.

Two hours a week, second half year.

PHILOSOPHY

It is the design of these courses to connect the student with his real world. Professor Royce wisely wrote that one philosophizes when he tries to understand his

world. It is the part of a philosopher to treat life seriously and to feel for the truth sympathetically. The Christian philosopher endeavors to construct a system of logical interpretation based upon the experience of the race in its endeavor to become better. The fundamentals of Christianity are kept in mind and due respect for its contribution to the uplift of the world is maintained.

Those majoring in Philosophy will take courses 1, 2, 3, 4, 5 and nine hours to be elected.

For a minor in Philosophy take courses 1, 2, 3 and nine hours to be elected.

Those majoring in Philosophy will take one minor in History or English.

In no case will any student be enrolled in Philosophy in his Freshman year, and all students are advised to put it off until the Junior year if possible.

PHILOSOPHY 1—*General Psychology.* A comparative study of two leading text-books on psychology. The work of the first half of the term is concerned largely with the physiological side of psychology, and gives special emphasis to consciousness and the nervous system. The second half is given to the study of mental activity, such as retention, disposition, habit, instinct, association, recall, cognition, perception, memory, reasoning, emotion, and will. Text-books: Pillsbury and James.

Three hours, one semester.

PHILOSOPHY 2—*Logic.* A study of the purposes, laws, and limitations of human reasoning, whether deductive or inductive. The course is made as practical as possible. Text: Creighton's Introductory Logic.

Three hours, one semester.

PHILOSOPHY 3—*Ethics.* A critical study of the foundation of moral obligations. The course is designed to give philosophic insight and to build moral character. Moral laws are applied to practical life and correlated with Christian ethics. Comparative study of two standard texts. Lectures.

Three hours, one semester.

PHILOSOPHY 4—*History of Ancient and Medieval Philosophy.* A careful survey of philosophic thought from the early Greeks to the Renaissance. The aim of this course is not so much to master the details of each philosopher as to grasp the funda-

mental of each school and note the effects upon succeeding philosophies and sciences. Text-book, much collateral reading, and lectures.

Open to Juniors and Seniors.

Three hours, first half year.

PHILOSOPHY 5—*History of Modern Philosophy.* Beginning with Descartes and Bacon, the development of philosophic thought and its relation to national ideals are carefully studied. This study should throw substantial light upon the background of modern social, religious, educational, and governmental problems.

Open to Juniors and Seniors.

Three hours, second half year.

PHILOSOPHY 7—*Social Psychology.* A study of social instincts and their relation to organized society. Crowd psychology, the mob, fashion, excursions, behaviour under excitement, under crises both personal and national, the public press, propaganda, and some attention will be given to the psychology of religious experience.

Open to students who have had General Psychology.

Three hours, second half year.

PHILOSOPHY 8—*Philosophic Foundations of Christian Theology.* The first part of the course makes an inquiry into the theistic conception of the world with the thought of establishing that view as a necessary postulate of reason and of human life. The second part of the course offers a philosophic study of the fact and the sense of sin, the incarnation, atonement, miracles, redemption from sin, immortality, etc. The effects of these doctrines will be traced in civilization, and modern problems will be viewed in the light of what Christianity offers as a solution.

Open to Juniors and Seniors.

Three hours throughout the year.

SCIENCE

Every student should have in high school or college at least one good course, with extensive laboratory work, in Physics, Chemistry, and Biology.

Those majoring in Science will take one minor in Mathematics.

Physics

PHYSICS 1 (a, b)—*General Physics.* A non-mathematical course designed to meet the cultural needs of the average student as well as the technical requirements of the student of science. The time is devoted to mechanics, heat, electricity, magnetism, sound, and light. Lectures and recitations three hours per week, laboratory two hours per week. Four hours throughout the year. Fee three dollars each semester. No prerequisite.

PHYSICS 2—*Advanced General Physics.* This course aims at delicate precision in the various mathematical problems in the study of mechanics, heat, light, sound, electricity and magnetism. Prerequisites, Physics 1 and Mathematics 2, 3, 4, and 5.

Three hours throughout the year.

Chemistry

In addition to the regular laboratory fee each student is required to deposit two dollars to defray any breakage during the course. At the end of the course all unused funds will be returned to the student.

CHEMISTRY 1 (a, b)—*General Inorganic Chemistry.* A course with a two-fold object in that it shows the possibilities of chemistry in our everyday living and at the same time prepares the student for further study of the subject. The basic principles of chemistry are studied in detail. Lectures, demonstrations, and recitations three hours per week with laboratory four hours per week. Five hours throughout the year. Fee four dollars each semester. No previous chemistry required.

CHEMISTRY 10—*American Chemistry.* With the main object being the cultural value of chemistry, this course takes up the position of America in the field of chemistry. The time is devoted to a non-technical study of a few of the most important industries by means of reading and reports by students. Lectures and recitations two hours per week. May not be used to complete science requirement. Spring semester. Two hours. No prerequisite.

CHEMISTRY 2—*Qualitative Analysis.* A study of the metals by means of their ionic reactions is made in the light of the electron theory of matter. Lectures and recitations one hour per week, laboratory four hours per week. Three hours first semester. Fee six dollars. Prerequisite: Chemistry 1.

CHEMISTRY 3—*Qualitative Analysis.* Same as Chemistry 2 except that this course offers more work for the student who expects to major in chemistry. Lectures and recitations two hours per week, laboratory six hours per week. Five hours first semester. Fee six dollars.

CHEMISTRY 4—*Organic Chemistry.* While this course is designed for the student of medicine yet it is acceptable for the chemistry major. A thorough study is made of the elementary principles of the chemistry of carbon compounds. An effort is made to unify the material and prepare the student for the specialized work necessary in his further study. Lectures and recitations four hours per week, laboratory four hours per week. In the laboratory it is the amount of work done and not the time spent that shall determine the course. Six hours second semester. Fee six dollars. Prerequisite: Chemistry 2.

CHEMISTRY 5—*Quantitative Analysis.* A course intended for pre-medical students. A study is made of the methods of volumet-

ric analysis and fits the student to carry out accurate chemical determinations. Lectures and recitations one hour per week, laboratory four hours per week. Three hours first semester. Fee six dollars, Prerequisite: Chemistry 2.

CHEMISTRY 6—*Physical Chemistry.* A special course for pre-medical students. The theory and principles of chemistry are discussed in the light of the more recent views. Special attention is given to the applications to medicine. Lectures and recitations three hours per week. Three hours second semester. Prerequisites: Chemistry 4, Chemistry 5, and Physics 1.

Biology

BIOLOGY 1—*General Zoology.* Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amoeba, peramoecium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two or three two-hour laboratory periods a week.

Five hours throughout the year.

BIOLOGY 2—*Comparative Vertebrate Anatomy.* A study of selected vertebrate types from Amphioxus to the mammals. The form and development of the different systems of organs are considered in detail. This course is an excellent preparation for the work in human anatomy or for teaching. This course and Science 5 make a good year's course in Biology. Required of medical students. Elective in the College. Recitations two hours, laboratory four hours.

Four hours throughout the year.

BIOLOGY 3—*General Histology.* A course in histology, including the processes of fixing, imbeding, staining, technic sectioning and mounting different kinds of tissues. This course also includes an elementary study of the various organ tissues. Elective in the College. Recitations two hours, laboratory four hours.

Prerequisite: At least seven term hours of Biology.

BIOLOGY 4—*Biology and Disease.* This course consists of recitations and lectures on the cause and means of preventing communicable diseases. It aims to give the facts which every person should know concerning tuberculosis, typhoid fever, diphtheria, yellow fever, and other diseases caused by bacteria or protozoa. Elective in the College and Senior Academy year.

BIOLOGY 5—*Botany.* A study of the biology, morphology, and classification of typical plants selected from the different groups. Recitations two hours, laboratory four hours.

Four hours throughout the year.

Normal School

The Normal School is planned to meet the requirements of the State law as an approved Normal School whose graduates upon the completion of certain courses may be granted by the State certificates to teach, in the same manner that graduates from the State Normals receive certificates.

EQUIPMENT

The entire equipment of the College is open to use by the Normal School. This equipment includes good laboratories in Physics, Chemistry, Biology, Domestic Science and Art. Agricultural plots, the Conservatory of Music, Expression, Typewriting, Library, a Training School, New Gymnasium and Athletic Field.

TRAINING SCHOOL

Union College has made arrangements with the Barbourville City Schools to use the grades for a training school. Our own Academy is used as a training school for High School Certificate Courses. The College helps to select the teachers for the training school. Normal students do observation and practice teaching in the training school.

FACULTY

The Faculty is made up of trained specialists in every department, from the critic teachers in the training school to the head of the Normal School.

SCHEDULE

Since many of the Normal students come after their schools close in January the schedule for the Normal courses will be adjusted to the needs of the students. Some studies will be repeated each term if necessary. Some studies may be taken together with the regular Academy students while others will be run for Normal students only. However, a good student may finish the regular Academy course and the Elementary Normal courses in the time that the average student takes for the Academy alone.

NORMAL SCHOOL LAW

The State Department of Education is authorized to issue the following certificates to Union College students with their several requirements and privileges as set forth in the law:

I. ELEMENTARY CERTIFICATES

1. *A Provisional Elementary Certificate* (*of High School Grade*) valid for two years in any elementary school of the State, shall be issued by the Superintendent of Public Instruction upon certification of an Accredited Normal School showing the completion of at least eight units of standard high school work, four of which must be earned in residence in the Normal School. This certificate shall be reissued or renewed for two years upon the presentation to the Superintendent of Public Instruction evidence of the owner thereof having earned two or more additional units of credit in the Normal School, and same may be so reissued or renewed from time to time upon presentation of evidence of having earned two or more such additional units of credit.

2. *The Provisional Elemcntary Certificate* (*of College Grade*) shall be issued on the basis of high school graduation with sixteen semester hours (one-half year) of standard college credit. It shall be issued for a term of two school years, and shall be eligible for two-year renewals, each renewal dependent upon satisfactory evidence of at least sixteen semester hours of additional standard college credit, which shall be indicated on the certificate.

3. *The Standard Elemcntary Certificate* (*of College Grade*) shall be issued on the basis of sixty-four semester hours of college credit earned in an institution of at least standard junior college rank, not less than twelve of which shall be in education subjects. It shall be issued for a term of three school years and shall be eligible for three-years renewal on presentation of satisfactory evidence of successful teaching experience; and it may be extended for life at any time on presentation of satisfactory evidence of three years of successful teaching experience. After such extension the holder may resubmit it to the director of certification for recording statements of additional college credit.

4. *A College Certificate,* valid for three years in any public school of the commonwealth, may be issued by the State Board of Education upon graduation from the Normal School. This certificate shall be reissued or renewed for life after three years of successful experience in educational work in public schools; credit for one year's graduate work may be accepted in lieu of one year of successful experience as above provided.

II. HIGH SCHOOL CERTIFICATES

1. *The Provisional High School Certificate* shall be issued on the basis of sixty-four semester hours of college credit earned in an institution of at least standard junior college rank, not less than twelve of which shall be in education subjects. It shall be issued for a term of four school years, and shall be eligible for four-year renewals on presentation of satisfactory evidence of thirty-two semester hours of additional credit in a standard college.

2. *The Standard High School Certificate* shall be issued on the basis of graduation from a standard four-year college, including at least twelve semester hours of credit in education subjects with practice teaching, or satisfactory evidence of two years of successful high school teaching. It shall be issued for a term of four school years, and shall be eligible for four-year renewal on presentation of satisfactory evidence of successful teaching experience; and it may be extended for life on presentation of credit for twelve additional semester hours of education subjects and satisfactory evidence of three years of successful teaching experience.

3. *A Provisional or Standard High School Certificate,* valid only for teaching special subjects, will be issued where transcript of college credits submitted includes credit for at least twelve semester hours' training in preparatory for teaching in that special field.

III. SUPERINTENDENCE CERTIFICATES

A Standard or a Provisional Certificate for administration and supervision in the public schools of the commonwealth shall be issued to any applicant who files evidence of having taught at least four years in public schools or colleges and having satisfied the requirements for the issuance of a standard or provisional certificate for high school teaching, and in addition thereto standard college credit for six semester hours in public school administration and supervision. Such certificate shall be issued for a term of four school years, shall qualify the holder for any position of public school administration and supervision in the commonwealth, and shall be eligible for renewal on basis prescribed in this act for renewal of certificates for high school teaching.

Before any of the certificates provided for in the preceding provisions of this act shall be issued the applicant therefor must meet the legal requirements in reference to age, and credentials concerning good moral character, prescribed by law for public school teachers.

Academy

PURPOSE

The Academy is designed to prepare students for colleges or technical schools; to give teachers the high school work required by the new law in Kentucky, and to broaden the eduction of those taking up business and home life.

SCOPE OF INSTRUCTION

The Academic Course is four years in length and covers a regular high school course. The course is uniform for the first two years.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific, professional or vocational life as he sees fit.

Our Academy is in Class A of the accredited list of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

ENTRANCE

Those finishing the Sub-Academic and those presenting a common school diploma, or a certificate of promotion from a good graded school or high school, or a teacher's license will be admitted to the Academy without examination. A statement from the principal of a private school may or may not be accepted. Those who have completed the grade work except a few branches may take enough in the Academy to make a full course, provided they are prepared to take the Academic work. Other applicants will be subject to examination in the common school branches.

Students will be kept, as nearly as possible, regular in the course.

ADVANCED STANDING

Advanced standing will be given students presenting credits from good secondary schools and to students passing examinations on work done for which credits are not presented.

GRADUATION

An Academic Diploma will be granted students completing the Academic Course.

ACADEMY CURRICULUM

Freshman

FIRST SEMESTER		SECOND SEMESTER	
English	5	English	5
Arithmetic	5	Alegbra	5
Geography or Domestic Science	5	Agriculture or Domestic Science	5
Ancient and Mediæval History	5	Ancient and Mediæval History	5
Bible	2	Bible	2

Sophomore

English	5	English	5
Algebra	5	Algebra	5
*Electives	10	Electives	10
Bible	2	Bible	2

Junior

English	5	English	5
Geometry	5	Geometry	5
†Electives	10	Electives	10
Bible	2	Bible	2

Senior

English	5	English	5
Biology	5	Biology	5
†Electives	10	Electives	10
Bible	2	Bible	2

*Two electives may be chosen from Beginning Latin, General Science, and Modern History. Those who elect Beginning Latin will be expected to take two years of Latin.

†Electives may be chosen in Latin, Solid Geometry, History, Education, Domestic Science, or any other creditable work of High School grade.

Academy and Normal Departments of Instruction

EDUCATION

Rural School Management—A study of the school as an organism; from the viewpoint of the superintendent and the teacher, with an extensive reading course. Text discussion. Required from the Provisional Elementary Certificate of the second class.

One semester, daily. One-half unit.

Observation and Methods—This is a course in directed observation and general methods. Observation two lessons a week, under critic teachers, trained in their special departments, and three lessons a week in general methods from text book. Lectures and discussions.

One-half unit.

Rural Life—This course is intended to give the student an understanding of the rural society and of the progressive movements for social betterment. The causes which effect the life of society, social evolution, social control, and the relation of Christianity to the great social problems.

One-half unit.

Observation and Practice Teaching—This course is required of students for the Standard Elementary Certificate, and elective for high school students. Five lessons a week under the direction of a critic teacher.

One semester, daily. One-half unit.

Psychology 1. Psychology is the foundation of all studies in education. This is an elementary course dealing with the simpler foundation principles of the nervous system as observed in original responses to stimuli and in its modifiability under environment. Text-book and class discussions.

First semester. One-half unit.

Psychology 2. A special study of childhood and adolescent Psychology as it pertains to the problems of the schoolroom and other points of interest to the educator. Text-book, lectures and discussions.

Second semester. One-half unit.

ENGLISH

The aim of this department is to give the student such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and æsthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ENGLISH I—*Semester* 1. *English Grammar.* This course is planned to give those who expect to teach, a fuller and more definite knowledge of the structure of their own language. Supplementary texts are used; all phases of the subject are studied; particular attention is given to sentence structure and to punctuation which is so necessary a part of clearness in sentence structure and analysis. Short themes are required with sufficient frequency to train the student in applying his knowledge of grammar to the written expression of his own thought. Collateral reading of easy literature is required.

Semester 2—Lewis and Hosic's Practical English or its equivalent is the text used. Frequent themes, both oral and written, are continued; special attention is given to letter writing; business situations are developed, and friendly letters written. Much time is spent in oral reading, with training in the principles of correct breathing, tone production, enunciation, pronunciation, thought interpretation, word study is begun. The material for this work and for collateral reading will be chosen from the following literature or its equivalent:

ENGLISH II—*Semester* 1. Lewis and Hosic completed covering fundamentals of clear, forceful, and interesting expression of the student's own experiences, thoughts and feelings. Oral and written composition are continued at frequent intervals throughout the course.

Semester 2. Work of Semester I is continued with addition of elementary principles of argument, oral arguments frequently taking the form of debates. The literature for both class study and collateral reading for the year will be chosen from the following list or its equivalent: "Silas Marner," "Ancient Mariner," "Tanglewood Tales," current fiction in short story or novel, "Man Without a Country," selections from the "Iliad and Odyssey," "Travels with a Donkey," "Vision of Sir Launfal," "Tales of Wayside Inn," "Snow-Bound," "Enoch Arden," selections from current poetry, biography, and one play from Shakespeare.

Five hours throughout the year.

ENGLISH III—Law's "English for Intermediate Use" is the basis of theory and practice during this year. All forms of composition, both oral and written, are reviewed, and perfected with special attention to making the students' written work attractive. Simple fundamentals of Journalism are taught. Vocabulary study continued. Literature for the year is chosen from the following list or its equivalent: "Cranford," "Sir Roger de Coverly," "House of Seven Gables," "Mariners in the Wilderness," "Idylls of the King," one play from Shakespeare, one volume of easy informal essays, current fiction, biography, magazine reports, one novel from Dickens, Eliot, Cooper, Stevenson, Kipling, etc. "A High School History of American Literature" will accompany the year's work.

Five hours throughout the year.

ENGLISH IV—Principles of argumentation and debate are studied with abundant practice. Brooks—Book II, or its equivalent, is the text. Washington's "Farewell Address" is studied, briefed, and its present day values fully discussed. The study of the technique of one-act plays, the reading of plays with classroom acting form part of this semester's work. The technique of the short story and the informal essay are studied with many examples read and discussed. Carlyle's "Essay on Burns" is thoroughly studied and discussed. One play from Shakespeare and a volume of current poetry with collateral reading, many themes, essays and others constitute the work of the year. Bate's "History of English Literature" accompanies the work of both semesters.

Five hours throughout the year.

MATHEMATICS

ARITHMETIC I. This course embraces a review of the more important principles of Arithmetic: Common Fractions, Decimal Fractions, Percentage, Drills, Standard Tests, outside work; measuring lumber, land, capacity of bins and cisterns, painting, pav-

ing, flooring, papering and the beginning of ratio and proportion, involution and evolution, carefully explained. A good modern text is used.

One semester, daily. One-half unit.

ARITHMETIC II—*Advanced Arithmetic.* This course is intended for teachers, and consists of a continuation of the work as outlined for the first course, but the more difficult phases of the subject will be dealt with in fuller detail. The principles of teaching and presenting the subject matter will be one of the strong features of this course; in addition, heavy subject matter dealing with difficult principles and knotty problems will be required. Mastering of the subject of Arithmetic is expected of those who finish this course. A modern text, supplemented by outside work and other books.

One semester, daily. One-half unit.

Algebra. This course includes Negative Algebraic Expressions, Addition, Subtraction, Multiplication and Division, also Simple Equation with one unknown quantity. Special Products and Quotients, Factors and Fractions.

Second semester, daily. One-half unit.

MATHEMATICS II (*a*)—*Algebra.* This course comprehends a rapid review of previous work, also Factors, Fractions, Fractional Equation, Simple Equations, Simultaneous Rates, Proportions and Variation. Wentworth and Smith, Academic Algebra.

First semester, daily. One-half unit.

(*b*) *Algebra.* Continuation of course (*a*). Simple Equations, Graphs, Powers, Roots, Quadratic Equations, Simultaneous Quadratic Equasions, Powers and Roots, Progression, Binominal Theorem, Logarithms. Wentworth and Smith, Chapters XVIII-XXII.

Second semester. One-half unit.

MATHEMATICS III (*a*)—*Geometry,* Book I. Much attention is given to the solution of problems designed to train the student in logical thinking and the methods used discourage mere memorizing of propositions. Wentworth and Smith. Fall Term, daily. One-half unit.

(*b*) *Geometry,* Books III and IV. Some attention given as above to practical and independent use of principles in Geometry and the application of the same to mechanical arts and surveying. Wentworth and Smith. Second semester, daily. One-half unit.

MATHEMATICS IV—*Solid Geometry.* The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text: Wentworth and Smith.

Five hours, first semester, daily.

LATIN

LATIN I—A study of the more elementary rules of Latin syntax with thorough drill on declensions and conjugations. Stress is laid upon proper pronunciation, English derivation, and the nature of Latin sentence structure. The more involved syntax of subjunctive, infinitive and indirect discourse.

Five hours per week throughout the year.

LATIN II—Cæsar's Gallic Commentaries, Books I-IV. Detailed attention given to the geographical, historical and political background of the narrative. Prose composition once a week throughout the year, and daily drill on syntax.

Five hours per week throughout the year.

LATIN III—The four orations against Catiline. Poet Archias and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Collateral reading on related subjects. Prose composition once a week throughout the year.

Five hours per week throughout the year.

LATIN IV—Virgil's Aeneid, Books I-IV, are read for the translation, story, mythology, scansion and literary merit.

Five hours per week throughout the year.

NATURAL SCIENCE

SCIENCE I—*Agriculture I.* This course is broad in its treatment, fundamental in significance, dealing in a general way with the soil, fertilizers, and manures, plants and plant propagation, field crops, insects and diseases and their control, domestic animals, their care and feeding, and the farm home. It is designed to prepare teachers for teaching agriculture in the rural schools of Kentucky, and is required for the Elementary Certificate. Text Book: Laboratory and Field Work.

First semester. One-half unit.

SCIENCE II—*Physiology and Hygiene.* This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. A good modern text, and supplementary reading.

First semester, daily. One-half unit.

SCIENCE III—*Botany.* The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the laboratory, including microscopic work. Each student is re-

quired to collect, press and neatly mount twenty-five flowers. Text: Coulter's Plant Life and Plant Uses and Hughes' Practical Experiments.

Spring Term, daily. One-third unit.

SCIENCE IV—*Geography.* A thorough course is given covering the principles of geography, a detailed study of North America, and a brief study of the other continents, emphasizing their economic development—concentration of industries, transportation, government, and governmental activities, embracing Human and Regional Geography. Method of preparation and presentation is given careful attention and is made a prominent part of the course.

First semester. One-half unit.

SCIENCE V—*Physical Geography.* Special emphasis is placed upon the formation and preservation of soil, the relation of forests to erosion and water supply, the laws governing weather conditions, and the relation of all these factors to human development.

Spring Term, daily. One-third unit.

SCIENCE VI—*General Science.* This course aims to furnish an introduction to the scientific study of the elementary sciences. The topics considered are those of general significance, as AIR —characteristics, temperature changes and seasons, humidity, structure, and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student, and some standard text.

One year, daily. One unit.

SCIENCE VII—*Agriculture II.* This course is for the more advanced students. A careful study is made of the principal farm crops of Kentucky, with special emphasis upon the problems of the southeastern Appalachian regions, and to teaching them in the one-room rural schools. Soils, soil fertility, field crops, farm management, vegetable gardening, landscape gardening, animal husbandry, poultry husbandry, rural health and sanitation, will be studied in this course. Text Book: Laboratory and Field Work.

Second semester. One-half unit.

SCIENCE VIII—*Nature Study.* One of the most interesting studies in the school curriculum is that of nature. In this course the student is taught to observe closely the things of nature round about him. Some of the most interesting features of the work will be early morning bird study, strolls over the campus and through the adjacent fields and woodlands. Special attention will be given to the study of birds, trees, flowers, fruits,

and insects, and a collection of specimens of various kinds will be made, labeled and mounted by each pupil.

One-half unit.

SCIENCE IX—*Biology.* This course consists of a course in botany, showing the relations between plants and animals. Also considers the diseases caused by bacteria and protozoa, and means of preventing communicable diseases. It aims to give facts which every person should know concerning tuberculosis, typhoid fever, cholera, diptheria, yellow fever, and other similar diseases.

This course prepares the student for a course in College Biology, Zoology, or Gross Anatomy.

Five hours throughout the year.

HISTORY AND CIVICS

HISTORY I—*American History* (*a*). This is a course in the fact history of our country. Its purposes are to give the student a general working knowledge of American History to the formation of the Union, to give enough method of history to enable a student to do good teaching of the subject in the rural schools, or to do advanced American History in any school.

One semester, daily. One-half unit.

American History continues the work of History (*a*), but it gives more attention to the Method of Teaching History. It takes up the chain method spoken of in the State course of study and develops the idea thoroughly, by considering such leading threads of history as: Slavery, the Tariff, Westward Expansion, the Spoils System and Civil Service Reform, the Banking System and Panics, Growth and Development of Political Parties. This course attempts to create an abiding interest in the affairs of the world. Therefore special attention is given to the Monroe Doctrine and American Foreign Relations, bringing out vividly America's part in the World War, and our part in the reconstruction of the world.

One semester, daily. One-half unit.

HISTORY III—*Kentucky History.* Gives a fuller and higher appreciation of the struggles and perseverance of the pioneers of Kentucky, their achievement, and worth to the state and nation, and Kentucky's part in making and preserving the nation. The full period from discovery to the present is covered carefully balancing the events so as to give each its due consideration. A good text with outside reading is required.

HISTORY IV—*Ancient and Mediæval.* A study of the ancient civilizations of Egypt, Babylonia and Assyria, Medo-Persia, Greece, and Rome. Then the institutions of the mediæval world

are studied, with special reference to the work of the Church. The decline of feudalism, the rise of modern business, and the beginnings of modern nations and institutions are studied down to about the middle of the 18th century.

Five hours a week.

HISTORY V—A history of Modern Europe beginning with the age of Louis XIV. The growth of science and learning, and the development of political, social, and economic institutions. The progress of nations, and an inquiry into the causes and effects of such important events as the French Revolution and the World War. Also a study of the growth and toleration and the extension of the Christian movement.

Five hours a week.

CIVICS—A study of community life and problems, and the relation of the individual to the community in which he lives. Americanism, Melting Pot, rural and city life, including the immigration question and its problems carefully considered. The government of Kentucky will also be studied. A modern text with collateral reading.

One semester, daily. One-half unit.

BIBLE

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this, the greatest of books, by the average man. A skeptical professor in one of the great American universities, after having failed to get an intelligible answer on some point of simple Biblical history indignantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is also fundamental to strong Christian character, and church schools should certainly give every student some good courses.

BIBLE I—*Old Testament History.* This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.

Two hours.

BIBLE II—*New Testament History.* This course deals with the early history of the Christian Church and its ideals and work as

recorded in the synoptic Gospels and the Acts. A general text is used as an organizing basis. Designed for Academy students, third year.

Two hours.

BIBLE III—*Introduction to Religious Education.* A study of principles and methods of religious education, especially in the Sunday school.

Open to Academy Seniors only.

Two hours.

HOME ECONOMICS

Sewing—Machine and hand sewing in making undergarments and dresses, apply principles of text as to design, color, good taste, cost, etc. Really a course in dressmaking designed for the beginner.

Text-book used: Buttrick Principles of Clothing Selection.

Five hours throughout the year.

Cooking—Study of foods, their preparation, effect of heat, principles of cooking, personal cleanliness in regard to food, ideals of sanitation in the care of food and its preparation, meal planning.

Text-book used: Greer Home and School Cooking.

Five hours throughout the year.

REFERENCE BOOKS

"Principles of Correct Dress," Florence Winterburn.
"Shelter and Clothing," Kinne and Cooley.
"Domestic Art in Woman's Education," Cooley.
"Textiles," Woolman and McGowan.
"Women and Economics," Charlotte Stetson.
"Art and Economy in Home Decoration," Mabel Priestman.
"Food Products," Sherman.
"Every Step in Canning," Grace Viall Gray.
"The School Kitchen Text Book," Mary J. Lincoln.
"The Boston Cooking School Cook Book," Fannie M. Farmer.
"Food and Household Management," Kinne and Cooley.
"Table Service," Lucy G. Allen.
"Bacteria, Yeast and Molds in Home," Conn.

Good Housekeeping,
Ladies' Home Journal, Monthly Magazines.
Modern Priscilla,

PHYSICAL TRAINING

With our new Gymnasium well equipped and with trained teachers in charge, we require every student in the College to take Physical Training, including swimming. A special class is offered for teachers.

Music

INSTRUMENTAL AND VOCAL

Union College offers a course in both instrumental and vocal music, not only to the college students, but to the community at large.

The piano is the most universally used of all instruments, and its proper study will give a thorough acquaintance with all styles and forms of musical composition. The equipment for this department consists of a number of practice and studio pianos, and also two grand pianos on the chapel stage to be used for concerts and recitals.

Class instruction is also given in Theory, Harmony, History of Music and musical appreciation. The texts to be suggested by the teacher. A brief outline is given for classification, and does not mean that each study or all the works must be taken by each student.

PIANOFORTE COURSE

GRADE I—Practical Works, simple technical studies, major scales, such studies as Berens, op. 70; Gurlitt, op. 117; selected studies, Reutling, Books I and II. Czerny studies, Book I, op. 299.

GRADE II—Scales and technical work continued, Gurlitt, op. 141. Burgmuller, op. 100; Dunernoz, op. 176; Kohler, op. 50. Czerny studies continued, op. 299. Easy sonatinas by Steibelt, Hyder, Mozart, such pieces as Jensen, op. 33; Gade, op. 36.

GRADE III—Hanon technical studies, Little Pischua technical studies, Minor scales, all forms begun, 12 easy pieces of Handel, Heller, op. 47; Bertini, op. 100. Czerny consonatinas by Clementi, Kuhlan, Beethoven. Pieces by classical composers given.

GRADE IV—Major and Minor scales with chords and arpeggios, Heller, op. 45 and 46; Berens, op. 61. Bach's short preludes and fugues, Krouse trill studies, sonatas and rondos by Dussek, Reinecke, Mozart, Haydn. Pieces by Grieg, Godard, Mendelssohn, Schumann and Schubert.

GRADE V—Technical studies continued. Bach's two-part Inventions, Steitelt studies. Octave studies, op. 281, Lorr, Berens, Books III and IV, Beethoven's earlier sonatas, Mendelssohn's Song Without Words, Chamineade, Grieg, Schubert, Schumann.

GRADE VI—Advanced techinque, Bach's Suites, Bach's three-part Inventions, Crame's 50 Etudes, Kullaks octave studies, Jensen Etudes, Schubert Impromptus, Sonatas, Compositions by Chopin, Liszt, Rubinstein and modern composers.

GRADE VII—Scales and arpeggios all forms, with increasing speed. Bach's English and French Suites continued. The well-tempered clavichord of Bach. Gradus and Parnassus by Clementi, Moscheles studies, Concertos by Mozart, Mendelssohn, Chopin, Schumann. Compositions by modern composers.

Much time the last two years of course is spent in preparation of a recital program to be given in public, also practical work in instruction for those who intend to become music teachers.

VIOLIN

Course of study will include studies by Dancla, or Herman, Sitt, 100 Studies Op. 32, Sevick, Books 1 and 2, Meerts, Kayser, Books 1, 2 and 3. Scales and arpeggios through keys and positions. Appropriate pieces for the different grades. A full and complete course is offered for the violin.

A Supervisor's Course in Public School Music is offered to all those wishing to do supervisor's work in Public Schools. For expenses see tuition. This is not the same course as is offered teachers in the Normal Course. Students completing this course must have two years voice lessons, one year of harmony, one year Music History, one year theory.

Students' recitals will be held at frequent intervals, and all students in the conservatory are required to attend, and to take part when requested by the teacher.

A College Choral Society will be organized at the beginning of the first semester. Choral works of the old and new school of Oratorios will be studied. This is open to all students, and any others not connected with the College are invited to become members.

All students in voice are required to attend the College chorus.

VOICE

The opportunity for voice culture should not be limited to the chosen few who are endowed with a voice. Deep breathing, which is an important part in voice culture, develops the lungs, corrects a bad carriage and makes a healthy body. A course in this department will be most beneficial whether or not one expects to make singing a profession.

BRIEF OUTLINE FOR VOICE

GRADE I—Breathing exercises, tone placing, study of vocal organs, simple vocalises by Root, Behinke and Pearce, simple songs and ballads.

GRADE II—Breath control and tone production continued, Concone, op. 9 and 12. Vaccai Italian school of singing, art of vocal Morza, the easy songs of Brohms, Schubert, Schumann, Mendelssohn and American compositions.

GRADE III—Vocalises embracing embellishments, trills, and scale passages, for flexibility. Master pieces of Voc-Mox S. Picher, Book I. Framons songs prepared by Krehbiel. Early arias begun in Italian, also simple songs in French and German.

GRADE IV—Studies in Brovura and scale passages continued, Marzo, Book II. Lamperti, Listgers (operatic vocalises) Mox Spicker, Book II. Selection from Oratorios and Operas, American songs, also Italian, German and French Diction.

A class in ear training and sight singing will be conducted by the vocal teacher and will be open to all students who are lovers of music.

The Union Glee Club meets weekly, and is composed of the best voices in the College. The male quartette also furnishes an opportunity for valuable musical training.

Class instruction in Public School Music will be conducted for the benefit of the students taking the Normal Course and credit for same will be given.

The music department from time to time boasts of an orchestra affording opportunity for a very wholesome and delightful exercise of one's musical talents. Bring your favorite instrument along.

No deduction for lessons will be made, except in cases of protracted illness.

Visitors are not allowed in practice rooms.

Public appearances should not be made at any time without the consent of the teacher.

Department of Expression

The aim of the department is to train students to express themselves clearly and accurately, to appreciate and to interpret good literature, and to become efficient readers and speakers. It aims also to develop the personality and ability of the individual student.

COURSE 1. *Public Speaking.*—A study of the different forms of public address and of the principles underlying effective speech construction, with platform practice. The aim is to cultivate power of analytical and constructive thinking and a simple, forceful delivery.

Three hours a week throughout the year.

COURSE 2. *Oral English.*—A course in Public Speaking and Debate for high school students.

Three hours a week throughout the year.

COURSE 3. *Literary Interpretation.*—A close and critical study of the various forms of literature and its oral interpretation. It aims to develop skill in expression and a keener appreciation of the beauty and power of emotional and imaginative literature, drama, lyric.

Three hours a week throughout the year.

COURSE 4. *Children's Plays and Games.*—Work in rhythm and story-plays, games, breathing exercises, gymnastics. Open to all private pupils.

Two hours a week throughout the year.

COURSE 5. *Physical Training.*—A course in hygiene, corrective exercises, gymnastics, and physical culture for girls.

Two hours a week throughout the year.

COURSE 6. *Private Lessons.*—Training and development of the individual with special emphasis upon breath control, voice placement, correction of errors.

Two lessons a week for two years.

On every Friday afternoon a recital is given by the students of the department. Each pupil will appear from time to time, learning how to please and to hold an audience by putting into practice the work of the class and private lessons. Each term a general recital is given and the patrons and general public are invited to enjoy the program and to note the progress of the pupils.

Register of Students

COLLEGE

Seniors

Cox, Bryant ..... Taylor County
Franklin, Grace Ralston ..... Knox County
Parker, Elmer ..... Knox County
Payne, Henry ..... Laurel County
Taylor, Milburn ..... Laurel County

Juniors

Boggs, Katherine ..... Knox County
Congleton, Frances ..... Knox County
Hignite, Thomas ..... Knox County
Jarvis, Taylor ..... Knox County
Jarvis, Oscar ..... Knox County
McPhail, Dorothy ..... Knox County
Rapp, Helen ..... Knox County

Sophomores

Bennett, William ..... West Virginia
Black, Stanley ..... Knox County
Brown, Cyrus ..... Knox County
Catron, Thomas ..... Knox County
Cobb, Emerson ..... Webster County
DeMarcus, Gladys ..... Knox County
Garland, Beckham ..... Knox County
Gibson, Ray ..... Greenup County
Hall, J. C. ..... Harlan County
Lay, Katherine ..... Knox County
Lay, Pauline ..... Knox County
Messer, William ..... Knox County
Miracle, E. D. ..... Knox County
Morgan, Albert ..... Clay County
Morgan, Kelly ..... Clay County
Putnam, Fred ..... Pennsylvania
Richardson, Jean ..... Knox County
Rippere, Carol ..... Knox County
Roberts, Laura ..... Knox County
Sears, Roberta ..... Knox County
Ward, Corrine ..... Ohio County
Williams, Lucretia ..... Fleming County
Winters, Bennie ..... Missouri

Freshmen

Amis, Edward ..... Knox County
Amis, Otis ..... Knox County
Baker, Arnold ..... Harlan County
Bargo, Chester ..... Knox County
Beddow, Etta ..... Knox County
Beddow, Walter ..... Knox County
Black, Fonzine ..... Knox County
Boston, Clyde ..... Bell County
Castle, Mable ..... Virginia
Chandler, Elizabeth ..... Bell County
Cheap, Edith ..... Lawrence County
Cooper, Ray ..... Knox County
Cox, Howard ..... Knox County
Faulkner, Jesse ..... Knox County
Faulkner, Stanley ..... Knox County
Fawbush, Deming ..... Harlan County
Fish, Jessie ..... Pulaski County
Foley, Daniel ..... Knox County
Fox, Minnie ..... Knox County
Frederick, Jamima ..... Knox County
Fuller, Huston ..... Knox County
Geyer, Calvin ..... Knox County
Gibson, Corrine ..... Greenup County
Gibson, Guy ..... Greenup County
Gregory, Ruth ..... Harlan County
Goodman, Callie ..... Knox County
Gray, Pearl ..... Knox County
Hubbard, Roy ..... Knox County
Humfleet, Bernice ..... Knox County
Jackson, Marie ..... Knox County
Jackson, Rahma ..... Knox County
Jarvis, Myrtle ..... Knox County
Lawson, Jesse ..... Knox County
Lay, Jesse ..... Knox County
Lundy, William ..... Knox County
Martin, Wm. G. ..... Knox County
Mason, Robert ..... Bell County
Mayhew, Marion ..... Knox County
Mays, Jesse ..... Knox County
McClure, Irene ..... Knox County
Miller, Denver ..... Knox County
Miracle, Ethel ..... Knox County
Parker, Elizabeth ..... Knox County
Parker, Ruth ..... Knox County
Parrott, Godfrey ..... Knox County
Rader, Ruth ..... Knox County
Ridner, Madge ..... Knox County

Rippere, Margaret ..... Knox County
Robbins, Jaunita ..... Bell County
Robinson, Annette ..... Harlan County
Robinson, Elmer ..... Whitley County
Taylor, Nannie Lee ..... Knox County
Terrell, Claude ..... Whitley County
Travis, Geneva ..... Ohio County
Turner, Green ..... Knox County
Wagers, Lawrence ..... Clay County
Wagers, W. O. ..... Clay County
Warren, Challis ..... Knox County
Warren, Eula Mae ..... Knox County
Webb, Helen ..... Knox County
York, A. H. ..... Knox County

Specials

Barnhill, Mary E. ..... Barren County
Cecil, Carrie B. ..... Fayette
Cook, Raymond ..... Illinois
Dyer, Walter ..... Arkansas
Humfleet, D. M. ..... Knox County
Morris, Emma ..... Knox County

ACADEMY

Seniors

Baker, Clara ..... Knox County
Black, Clara ..... Knox County
Blair, Lyda ..... Knox County
Catron, Lois ..... Knox County
Congleton, Ruth ..... Knox County
Davidson, Frank ..... Knox County
Faulkner, Stanley ..... Knox County
Garland, Charles ..... Knox County
Garland, James ..... Knox County
Gibson, Corrine ..... Greenup County
Gibson, Guy ..... Greenup County
Green, Louis ..... Knox County
Hawn, Louis ..... Knox County
Helton, Sawyer ..... Knox County
Kelly, Sadie ..... Knox County
King, Mae ..... Knox County
Lundy, William ..... Knox County
Mayhew, William ..... Knox County
McClure, Irene ..... Knox County
Messamore, Lillian ..... Knox County
Nelson, Roy ..... Knox County
Peace, Laura ..... Harlan County

Pearce, Barbara ..... Knox County
Pendleton, Daisy ..... Knox County
Powell, Mint ..... Knox County
Sewell, Cledith ..... Bell County
Slusher, Thelma ..... Knox County
Wagers, Lola ..... Clay County
Weed, Robert ..... Whitley County
Wilson, Gertrude ..... Knox County

Juniors

Aguilera, Henry ..... Washington, D. C.
Alford, Albert ..... Knox County
Bailey, Della ..... Bell County
Black, Craig ..... Knox County
Buchanon, Wade ..... Knox County
Carnes, Kitty ..... Knox County
Carnes, James ..... Bell County
Collett, Hazel ..... Knox County
Creech, Frank ..... Bell County
Cox, Cephus ..... Knox County
Earl, David ..... Bell County
Early, Sam ..... Knox County
Elliott, Neva ..... Knox County
Engle, Edith ..... Knox County
Epperson, Marvin ..... Knox County
Franklin, Ralston ..... Knox County
Golden, Dessie ..... Whitley County
Gray, Mary ..... Knox County
Jarvis, Crit ..... Knox County
Jarvis, Delmar ..... Knox County
King, Robert ..... Garrard County
Lawson, Ida ..... Florida
Mauney, Keith ..... Whitley County
Mauney, Merle ..... Whitley County
Mayhew, Bruce ..... Knox County
Messer, Walter ..... Knox County
McKnight, Gertrude ..... Knox County
Messer, James ..... Knox County
Payne, Ethel ..... Knox County
Rader, Pearl ..... Knox County
Sargent, Robert ..... Harlan County
Scott, Luther ..... Knox County
Slusher, Daphne ..... Knox County
Slusher, Dorothy ..... Knox County
Slusher, Evelyn ..... Knox County
Tidwell, Ethel ..... Knox County
Turner, Elbert ..... Knox County
Valentine, L. T. ..... Knox County

Valentine, Shelly ..... Knox County
Viall, Robert ..... Knox County
Warren, Yerkes ..... Bell County
White, Nevil ..... Kenton County
Williams, John Fred ..... Johnson County
Woolum, Lester ..... Whitley County

Sophomores

Abner, McKinley ..... Knox County
Amis, Mora Lee ..... Knox County
Baird, George ..... Knox County
Blackburn, Elizabeth ..... Knox County
Brown, Perry ..... Missouri
Bowman, Charles ..... Knox County
Brundige, Geneva ..... Ohio
Calebs, Ethel ..... Knox County
Carnes, Ellis ..... Knox County
Catron, Fred ..... Knox County
Congleton, Clinton ..... Knox County
Cobb, Daniel ..... Knox County
Dickore, Edith ..... Knox County
Evans, Lee Ella ..... Knox County
Foley, Gladys ..... Knox County
Foley, Eunice ..... Knox County
Garrard, Evelyn ..... Knox County
Detherage, Helen ..... Knox County
Green, Ethel ..... Harlan County
Hall, Della ..... Knox County
Hembree, Andrew ..... Knox County
Hembree, Sillous ..... Knox County
Hopper, Harry ..... Knox County
Howard, Foyster ..... Knox County
Jackson, Blanche ..... Knox County
Jackson, Lester ..... Knox County
King, William ..... Knox County
Lay, Charles ..... Knox County
Logan, Mollie ..... Knox County
Mackey, John ..... Knox County
Mackey, Maude ..... Knox County
Maiden, Maude ..... Knox County
McDermott, James ..... Knox County
McNeil, Howard ..... Knox County
Mills, Maude ..... Knox County
Parker, Martha ..... Knox County
Payne, Myrtle ..... Laurel County
Pigman, Nina ..... Bell County
Pope, W. H. ..... Knox County
Pickard, Ida ..... Knox County

Pope, Lovella ..... Harlan County
Provins, Ruby ..... Harlan County
Rader, Mildred ..... Knox County
Ray, Thelma ..... Knox County
Rickett, Elmer ..... Knox County
Rippere, John ..... Knox County
Rose, Clara ..... Knox County
Rose, Mitchell ..... Knox County
Shupe, Mabel ..... Knox County
Sidle, Edgar ..... Nicholas County
Siler, Thelma ..... Knox County
Taylor, Gladys ..... Knox County
Vincent, Maurice ..... Knox County
Wells, Martha ..... Knox County
Williams, Nora ..... Knox County
West, Myrtle ..... Knox County

Freshmen

Asher, Edward ..... Bell County
Baldes, Ross ..... Jefferson County
Bain, Dorothy ..... Knox County
Ball, Mildred ..... Harlan County
Beams, Verda ..... Perry County
Black, Ora ..... Knox County
Brown, Walter ..... Knox County
Buttermore, Willard ..... Harlan County
Chappell, Myrtle ..... Bell County
DeBiggs, Vera ..... Harlan County
Dusini, John ..... Harlan County
Edwards, Verna ..... Knox County
Gibson, Alice ..... Knox County
Gilbert, H. B. ..... Knox County
Goodman, Asa ..... Harlan County
Helton, Minerva ..... Knox County
Hinkle, Arthur ..... Knox County
Howard, Vera ..... Harlan County
Jackson, Reid ..... Knox County
Jarvis, W. T. ..... Knox County
Keck, Anderson ..... Knox County
Martin, Nannie ..... Knox County
Mason, Nelson ..... Bell County
Mays, Cecil ..... Knox County
Mays, Shelvy ..... Knox County
McLamore, Marion ..... Harlan County
Miller, Arline ..... Knox County
Moore, Dorothy ..... Knox County
Powell, Betty ..... Knox County
Pursiful, Mary ..... Knox County

Reynolds, James ..... Knox County
Rose, Arthur ..... Knox County
Sams, Thomas ..... Knox County
Sears, Lowell ..... Knox County
Sears, Velma ..... Knox County
Scott, Bessie ..... Knox County
Smith, Edna ..... Knox County
Smith, Grant ..... Harlan County
Stanberry, Alice ..... Knox County
Swafford, Gaston ..... Knox County
Tarter, Mattie ..... Pulaski, County
Todd, Anna ..... Knox County
Tinsley, James ..... Knox County
Warren, Cecil ..... Knox County
Wallin, Luther ..... Whitley County
Wells, Nannie ..... Knox County
Wyrick, Ila ..... Harlan County

Specials

Frederick, Jamima ..... Knox County
Kelley, Mattie ..... Clay County
Total, without duplication, 285.

MUSIC

Ball, Mildred ..... Harlan County
Boston, Marion ..... Bell County
Buttermore, Willard ..... Harlan County
Chappell, Myrtle ..... Bell County
DeBiggs, Vera ..... Harlan County
Franklin, Gale ..... Knox County
Garrard, Evelyn ..... Knox County
Gray, Mary ..... Knox County
Gregory, Ruth ..... Harlan County
Howard, Vera ..... Harlan County
Jackson, Marie ..... Knox County
Lawson, Ida ..... Florida County
Mauney, Merle ..... Whitley County
Miracle, Ethel ..... Knox County
Pursiful, Mary ..... Knox County
Robinson, Annett ..... Harlan County
Todd, Anna ..... Knox County
Vincent, Maurice ..... Knox County
Wallen, Luther ..... Whitley County
Weed, Robert ..... Whitley County

TYPEWRITING

Boggs, Katherine ..... Knox County
Catron, Thomas ..... Knox County
Collett, Hazel ..... Knox County
Congleton, Frances ..... Knox County
Cooper, Ray ..... Knox County
DeBiggs, Vera ..... Harlan County
Gibson, Guy ..... Greenup County
Gibson, Corinne ..... Greenup County
Richardson, Jean ..... Knox County

Bulletin

of

Union College

1927-28

Catalogue Number

Barbourville, Ky.

THE GYMNASIUM

PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS

WOMEN'S DORMITORY ADMINISTRATION BUILDING MEN'S DORMITORY

Bulletin

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Union College

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UNION COLLEGE BULLETIN

CATALOGUE NUMBER

PUBLISHED QUARTERLY BY THE COLLEGE

VOLUME VI, No. II

JULY 1927

Entered as second class matter May 4, 1922, at the post office at Barbourville, Ky., under the Act of August 24, 1912.

CALENDAR

1927

Monday, September 19.....Registration
Tuesday, September 20.....Fall Term Opens
Thursday, November 24.....Thanksgiving Day
Friday, December 23.....Work Stops

1928

Tuesday, January 3.....Work Begins
Saturday, January 28 .....First Semester Closes
Tuesday, January 31.....Second Semester Opens
Wednesday, May 30.....Commencement Day

BOARD OF TRUSTEES

EX-OFFICIO MEMBERS

Bishop T. S. Henderson.....Cincinnati, Ohio
President E. T. Franklin .....Barbourville, Ky.

Class No. 1—Term Expires in 1927

Rev. John Lowe Fort .....Louisville, Ky.
Hon. James D. Black, *Treasurer* .....Barbourville, Ky.

Class No. 2—Term Expires in 1928

Rev. S. K. Hunt .....Pikeville, Ky.
Mr. A. M. Decker .....Barbourville, Ky.
Dr. Allen Tuggle .....Barbourville, Ky.

Class No. 3—Term Expires in 1929

Rev. E. P. Hall.....Harlan, Ky.
Mr. A. B. Cornett .....Harlan, Ky.

Class No. 4—Term Expires in 1930

Rev. E. R. Overly, *President*.....Ashland, Ky.
Mr. Harry E. Bullock, *Vice President*.....Lexington, Ky.
C. B. Nordeman.....Louisville, Ky.

Class No. 5—Term Expires in 1931

Rev. W. W. Shepherd.....Russell, Ky.
Hon. Alvis S. Bennett .....Louisville, Ky.
Jakie Howard .....Pineville, Ky.

Class No. 6—Term Expires in 1932

Rev. John O. Gross.....Barbourville, Ky.
H. H. Miller.....Ashland, Ky.

ADMINISTRATION

E. T. Franklin ..... President
C. C. Smith ..... Dean of the College
Abigail E. Weeks ..... Librarian
Jas. D. Black ..... Treasurer
A. S. Bennett ..... Finance Secretary
Rebecca Sawyer ..... Registrar
Mrs. Georgia Kramer ..... Preceptress in Speed Hall

FACULTY

EZRA T. FRANKLIN, A.B., B.Pd., M.A.

PRESIDENT

Philosophy

A.B., Asbury College, 1903; B.Ph., Valparaiso University, 1905; A.B., Indiana University, 1906; M.A., Indiana University, 1910; graduate student at Columbia University, summer session, 1912 and 1913; research scholar, Columbia University, 1913-1914; teacher in graded school two years; a superintendent of city schools two years; Dean and Professor of Philosophy, Asbury College, 1908-1910; Professor of Theology and Philosophy, and Dean and Acting President of Olivet College, 1910-1911; President of Olivet College, 1911-1912; Vice President and Professor of Philosophy and Systematic Theology, Asbury College, 1912-1915; President of Union College, 1915-

CHARLES CLARK SMITH, A.B., A.M., S.T.M., D.D.

DEAN

Bible and Moral Philosophy

A.B., Simpson College, 1901; A.M., Simpson College, 1902; S.T.B., Boston University, 1904; three semesters graduate work under Borden P. Bowne, Boston University; graduate work, summer quarter, Northwestern University, 1920; D.D., Simpson College, 1923; S.T.M., Boston University, 1927; Professor of Philosophy and Religious Education in Hedding College, 1919-22; Professor of Philosophy and Religious Education in Oklahoma City University, 1923-26; Dean and Francis Landrum Memorial Professor of Ethics and Moral Conduct, Union College, 1927.

ABIGAIL E. WEEKS, A.B., A.M.

LIBRARIAN

English Department

Graduate of State Normal School, Mansfield, Pa.; A. B., Dickinson College, 1905; A.M., 1907; special work in English at Chautauqua, New York; A. M., Columbia University, 1920; taught several years in graded and high school; head of the Department of English in Union College, 1905-1907, 1910-1915; after two years absence recalled to the head of the English Department, 1917-

I. B. PEAVY, B.E., M.E., M.Pd., M.S.

Professor of Education and Head of Normal School

B.E., M.E., and M.Pd., Edinboro State Normal School; M.S., Taylor University; B.E., 1891; M.E., 1893; M.Pd., 1903; M.S., 1908; graduate work, summer school, 1927; five years principal high school; 15 years teacher of science and methods and assistant principal in Edinboro State Normal School at Edinboro, Pa.; nine years teacher of science and educational subjects, and for seven years principal of the Academy at Taylor University; Union College, 1920-

FREDERICK W. STEACY, A.M., Ph.D.
Education

A.B., McGill University, 1897; A.M., 1913; Ph.D., Columbia University, 1917; Professor of Philosophy and Education in Florida State College for Women, Huntington College, and Howard College; Professor of Education, Union College, 1927-

ARTHUR M. HYDE, A.M., Ph.D.
History

A.M., Yale University; Ph.D., University of Illinois, 1927; Professor of History, Washburn College and Whitworth College; Professor of History, Union College, 1927-

(To be supplied)
Latin and French

WALTER S. DYER, A.B., M.S.
Chemistry and Physics

A.B., University of Arkansas, 1924; M.S., University of Minnesota, 1925; graduate work in summer school, 1927; Assistant in Chemistry, University of Arkansas, 1922-24; Assistant in Chemistry, University of Minnesota, 1924-25; Professor of Chemistry and Physics, Union College, 1925-

JOHN B. WOLFE, A.B.
Mathematics

A.B., Emory and Henry College, 1925; twenty-four weeks graduate work, University of Virginia; one year as Assistant High School Principal; Professor of Mathematics, Union College, 1926-

DOOP ETNA SMITH, A.M.
English

Simpson College, two years; summer quarter, Northwestern University, 1921; A.B., Oklahoma City University, 1924; A.M., Oklahoma State University, 1925; taught Extension Department, Oklahoma City University, 24-25; English, Oklahoma University, 26-27; Instructor in English, Union College, 1927-

DANIEL M. HUMFLEET, A.B.

Normal and Academy Science and Mathematics

A.B., Union College, 1925; State Certificate, Kentucky State Board of Education; special student in Science, University of Kentucky Summer School; student of Methods, Science and Mathematics, Eastern Kentucky State Normal; teacher in Rural Schools; Principal of Graded and High Schools; Professor in Normal Department of Sue Bennett Memorial School, London, Kentucky, 1910-12; Principal, Normal Department of Union College, 1915-20; Professor of Science and Mathematics, Union College Normal and Academy, 1920-

KATHERINE VAN D. SUTPHEN

Music

Graduate (Soloist's Diploma) of New England Conservatory, Boston, Mass. Music Courses, University of Illinois, University of Nebraska. Diploma, "Godowsky's Progressive Series," edited by the Art Publication Society, St. Louis, Mo. Taught Music, Union College, 1905-1908; School of Fine Arts, Marshalltown, Iowa, 1908-1912; Allentown College for Women, Pa., 1912-1918; Agnes Scott College for Women, Decatur, Ga., 1918-1923. Alabama College, 1924-1925. Field Secretary, 1925-

GRACE RALSTON FRANKLIN, B.S.

Academy English

B.S., Valparaiso University, 1905; graduate student, Indiana University; Principal of High School; Professor of English, Asbury College, four years; assistant in Academy English, Union College.

REBECCA SAWYER, A.B.

Registrar and Academy History

A.B., Union College, 1925, graduating with high honors. Registrar of Union College, 1923; instructor in History, Union College Academy, 1925.

GEORGIA L. KRAMER

Home Economics

Special training in Home Economics and six years' experience as a Smith-Hughes teacher of Home Economics; Instructor in Home Economics, Union College, 1927-

UNION COLLEGE

LOCATION

ARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College. It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville & Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. The moral tone of the town is high. Baptists, Presbyterians, Disciples, and the Methodist Episcopals have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such out of door study.

HISTORY

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable building erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and students, citizens and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed, and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. The coming of the elective system and the broadening of the curriculum seemed like an impossible task to those in charge of the college, so the College Department was gradually dropped and for several years the school became an academy and a primary school. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and Stevenson Hall was also erected.

Upon the resignation of President Easley in 1910, Judge James D. Black, LL.D., of Barbourville, later Governor of Kentucky, became the fourth President of Union College. Under his management the material as well as the less tangible interests of the school

progressed with rapid strides. The two years of President Black's connection with the school will be remembered as years of solid growth.

For the next three years the school was under the leadership of President Percy L. Ports, for several years Professor of Natural Science in Union College, followed by that of Rev. E. R. Overley, President, together with B. C. Lewis as Vice President and Business Manager. These were years in which there was a change taking place with regard to the scope and nature of the work that Union College should do in the future. The General Board of Education of our Church gave valuable assistance in setting a new program and in arranging for it to be carried out.

On June 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure, which embraced a financial campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. The current expense budget has been balanced with current income and a good start has been made on the larger financial campaign. The Memorial Gymnasium was erected in 1919, and is one of the most beautiful and the most serviceable to be seen on a college campus anywhere.

The College plant has been more fully equipped, the campus has been enlarged from eight acres to twenty-five acres, and a modern home for the president was completed early in 1925.

The endowment has been very materially increased until it is now over $420,000, with a reasonable assurance of its reaching $500,000 in the near future.

On June the seventh, 1927, the College received the Mrs. Obed J. Wilson bequest, netting $46,362.50. This is the net receipt from a $50,000 bequest left Union College by Mrs. Wilson to endow a professorship in honor of

her father, the Rev. Francis Landrum, who was a trustee of old Augusta College, the forerunner of Union College, and an honored member of the Kentucky Annual Conference of the Methodist Episcopal Church. The professorship is to be known as The Francis Landrum Memorial Professor of Ethics and Moral Conduct. The Rev. Charles Clark Smith, A.M., S.T.M., D.D., will be the first to fill this honored position and his work will begin in September, 1927.

The moral and religious life of the College receives equal consideration with the usual school work. No effort is spared in keeping before the students the highest and best moral and religious influences. The program is positive and not negative. Those who attend Union College are her best witnesses to the wholesome, earnest program for the best Christian character.

At the Board meeting in January, 1916, it was decided that the College Course proper should be restored as fast as possible. It was started in 1916-17 with gratifying results, and this bulletin presents a full college course, with nearly one hundred and fifty college students which we expect to see increased each year until we can take no more.

The University of Kentucky has given Union College the rating of a Standard Four Year College of A Grade. The future of Union College is assured. The plant and equipment is worth over $300,000, and her endowment is sufficient to guarantee her continuance as a Standard College. She is developing rapidly and is destined to become one of the outstanding colleges of the country.

AIM

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting shield. To vitalize the power of intellectual development; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love of the Good, the True and the Beautiful; to increase

lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the Christian College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school, then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school will teach faith in oneself, the value of self-reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it can teach the sons and daughters of its patrons to be "of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting," its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine Christian character. It interprets the meaning of life and sets itself the task of fitting young men and women for the manifold and responsible duties of Christian civilization.

CAMPUS

The front campus comprises about ten acres and is situated on the highest part of the town. The buildings are located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties of native trees. The buildings are connected with each other and with the street by cement walks. A deep well of pure, wholesome water is located on the front campus. There are tennis courts, besides ample room for croquet

lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

The athletic field lies immediately back of the campus and affords ample room for all kinds of field athletics. The whole grounds of the College comprise about twenty-five acres.

BUILDINGS

ADMINISTRATION BUILDING — This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel, laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories—chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

FANNY SPEED HALL—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and a laundry room where students often do their laundry, make candy, etc.

STEVENSON HALL—This is a brick structure of colonial design, three stories high. The rooms accommodate two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

SUPERINTENDENT'S COTTAGE—This is a splendid frame cottage with all modern improvements. The Superintendent of Buildings and Grounds occupies it.

Soldiers and Sailors Memorial Gymnasium—This new gymnasium was built as a memorial to the soldiers and sailors of the world war and is the most beautiful building on the campus. It is one of the best college gymnasiums in the state. It is constructed of brick and Bedford stone.

The basement has a swimming pool, showers, toilets, lockers, and dressing rooms. The playing floor is 90x60 feet and gives ample room for all kinds of indoor athletics and physical exercises. The balcony is fixed for a running track. The whole building is well equipped.

PRESIDENT'S RESIDENCE

The President's residence is a beautiful brick veneer two-and-one-half-story modern home. It is well arranged for taking care of groups on occasions, and is modernly equipped and furnished.

Heat, Light and Power Plant—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells.

EQUIPMENT

Library—The Speed-Stevenson Library, containing about seven thousand volumes, was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College. The late Professor George H. Daines was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading Room is supplied with many of the best secular and religious papers and current magazines. The students are

thus able to keep themselves informed with respect to the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson of Barbourville, Kentucky, generously donated a large number of books. These books, embracing a wide range of useful information, constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

In 1917 we received two very liberal and much appreciated gifts of books for the Library.

Mrs. J. H. Good of Ashland, Ohio, sent us, through the *Western Christian Advocate,* a very excellent collection of books; and Mrs. E. J. Langdon, the mother of the late Professor Langdon, head of our English Department, gave the College Professor Langdon's private library, embracing a very large number of splendid books, which will remain on the shelves as a memorial to his great love for the College and his friendship for the students.

In 1918 Dr. E. C. Wareing, editor of the Western Christian Advocate, very graciously presented the college with several hundred splendid volumes.

In 1921 Rev. W. B. Collins, D.D., one time pastor of Trinity M. E. Church, Louisville, Ky., presented the College with his private library of several hundred volumes. The library has not received a more valuable collection. It will be known as the Collins Collection.

Mrs. F. E. Baldwin, of Elmira, N. Y., and Mrs. Mary E. Means, of Ashland, Ky., have promised $1,000 each for new books. They are paying it regularly and new books are being put on the shelves in every department. Mr. W. G. Bennett contributed a new Encyclopedia Britannica.

DINING ROOM, SWIMMING POOL AND GIRLS' PARLOR

Rev. J. C. Arbuckle, D.D., of Columbus, Ohio, sent a good collection of books in 1926. Garrett Biblical Institute sent a valuable collection in 1926.

The College received $5,000 recently with which to buy new books and new equipment for the science laboratories. This will bring the library up to a high level of service.

MAPS—The College now has complete sets of historical maps covering Ancient, Modern and American History. These, together with many other maps and globes, make this equipment quite adequate to the needs of these departments.

LABORATORIES: *Chemistry.*—Accommodations are provided for seventy-two students at four tables. The tables are equipped with running water and natural gas, and the tops are acid-proofed. The equipment includes two excellent balances of analytical grade and four others somewhat less delicate, as well as an automatic water still for supplying the required distilled water for analytical work. The stockroom contains ample glassware and chemicals for individual work in the inorganic, organic and analytical courses. An excellent hood has been installed with glass inclosure for working with bad-smelling or otherwise unpleasant gases.

Physics—In this laboratory, apparatus is provided for individual work in mechanics, heat, light, sound, magnetism and electricity. The apparatus includes a Hart optical disk, a standard steel meter stick, a wire testing machine, tortion apparatus, vapor pressure apparatus, harmonic motion apparatus, Wheatstone bridges, a laboratory electrical transformer, a barometer, a Westphal balance, a one-horse-power electric motor, static machines, organ pipe, sonometer, diffraction apparatus, an electrically driven Nelson vacuum and pressure pump, and other modern standard equipment.

Biological—In these are provided dissecting sets and microscopes for work in botany and zoölogy. There are

fifteen compound microscopes, eight with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoölogical specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

DOMESTIC SCIENCE

Sewing Room—The Sewing Room is equipped with Singer sewing machines, tables, mirror, and such other equipment as is necessary for the work in that department.

Kitchen—The Domestic Science Kitchen is fully equipped with gas stoves, ovens, water, dishes and cooking utensils.

MATHEMATICS—Hardwood models of the various geometric forms are provided. Drawing boards and accessories are provided for classroom work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

MUSIC—The College owns eight upright pianos, and the chapel is graced with a concert grand for public services and concerts.

POWER PLANT AND SHOP—For lighting, the College owns a forty-horse-power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood-working tools.

Fire Protection—The buildings are furnished with twenty hand chemical fire extinguishers. The students are instructed in the use of these at the beginning of each session. Large water pipes run into the buildings with water hose attached on each floor.

SANITATION

All the water used for drinking purposes at the College comes from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is 100 feet deep and furnishes pure, soft water from the deep-lying sandstone. This is used in the dining-room. The College has a modern sewerage system, extending half a mile to Richland Creek. The bread and pastries used are baked in the College Bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT

Proper control and guidance of a student body are of such great importance that too much attention can not be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Coöperation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen can not well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the semester.

The student's dress should be simple, not elaborate or faddish. The dormitory student is required to keep his room and its contents in good condition. Students' rooms are subject to inspection by proper authorities at any time.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the College. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property. A deposit is required. See *expenses.*

The use of tobacco on the campus, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

RELIGIOUS INTERESTS

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philanthropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Twenty minutes each school day are spent in whole-hearted sing-

ing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after the best Christian type. Revivals are also a part of our religious program. All students are urged to become Christians and to unite with some church. Nearly every student not previously a Christian becomes converted.

Tuesday evenings, between supper and study hour, we have a meeting of Scripture reading, prayer, singing, testimony and praise.

DROPPING WORK

After once enrolling in a class the student can not drop the work except by the consent of the Dean and the teacher in charge.

MAIL

The College mail carrier will collect all out-going mail from the dormitories and Administration Building each morning and afternoon and will deliver the in-coming mail likewise.

THE JOSHUA S. AND ELIZABETH TAYLOR SCHOLARSHIPS

The Rev. Joshua S. Taylor and Mrs. Elizabeth Taylor, of Middleburg, Ky., left to Union College the sum of $3,100, the income of which is to be used to help men studying for the ministry in the Methodist Episcopal Church in Kentucky.

The Board of Education has ruled that this money may be spent on the basis of need together with the promise of future service to the Church. That is to say, a young man who is studying for the ministry in the Methodist Episcopal Church, who needs some financial assistance, and who has promise of making a useful man, will receive help, rather than the man who needs no financial help or the man who is comparatively indifferent about his call to the ministry. It is a real pleasure to help the young man who is dead-in-earnest and needs help.

Application for a Taylor Scholarship should be made to the President of the College.

ATHLETICS AND PHYSICAL TRAINING

Athletics at Union College will be kept on a very high ethical plane and everyone participating will be in a character-building exercise as well as wholesome sport. Interclass games are one of the leading features of athletics at Union College. Almost everyone that has any desire for athletics has a splendid opportunity to play.

Union always has good teams. The whole College and community like sports. The major sports are football, basket ball, baseball, tennis and swimming.

All students are expected to take two hours a week in physical training under one of the physical trainers. The gymnasium is supplied with all kinds of apparatus for giving the needed exercises. Every student will be taught to swim. The pool is open to boys three days a week and to girls three days a week. The water is kept in a pure condition by changing, filtering, and chemical treatment.

BOARDING STUDENT'S OUTFIT

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for bureau and washstand. The young men will provide for single beds.

Expenses

All bills are charged by the semester and are payable in advance. It is expected that bills be paid when the student enrolls. They must be paid within ten days or the student will be dropped from school.

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term or fewer than two lessons a week, the lessons will be at a higher rate than by the term.

Credit for board will be allowed at the rate of $3.50 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition and board for a semester. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See pages 18 and 22 for Government and Boarding Student's Outfit.

TUITIONS

	First Semester	Second Semester
College	$35.00	$35.00
Academy	25.00	25.00
Normal	25.00	25.00
Expression—Two lessons a week	27.00	27.00
One lesson a week	15.00	15.00
Piano—Two lessons a week	30.00	30.00
One lesson a week	18.00	18.00
Voice—Two lessons a week	30.00	30.00
One lesson a week	18.00	18.00
Harmony or History	10.00	10.00
Violin—Two lessons a week	30.00	30.00
One lesson a week	18.00	18.00

LABORATORY AND RENTAL FEES

	First Semester	Second Semester
General Science and Botany	$ 0.75	$ 0.75
Zoology	3.00	3.00
Physics	3.00	3.00
Chemistry 1	4.00	4.00
Chemistry 2	6.00	6.00
Piano rental, one hour daily	4.50	4.50
Domestic Science, Cooking	3.00	3.00
Domestic Science, Sewing	1.50	1.50

BOARD AND ROOM

	First Semester	Second Semester
Board and room, including light, heat, water, and mail service	$90.00	$90.00

MISCELLANEOUS

Registration deposit, refunded when student checks out at the dean's office upon leaving school.....$1.00
Breakage deposit in Boys' Hall, refunded when key is turned in if everything is in good condition..... 5.00
Same, in Girls' Hall..... 2.00

All girls living in Speed Hall will pay fifty cents a semester for the use of electric irons for ironing and pressing.

Special Examination 1.00
College, Academic, Music, Art or Expression Diplomas.... 5.00
Student Activity fee, per semester 8.00

(This fee is paid by all students and covers all expenses for gymnasium, admission to athletic games, all sports, lyceum, and a subscription to the college paper, *The Orange and Black.*)

Certificates in Music Courses..... 1.00

Total expenses for board and room, tuition and Gymnasium and Student Activity fee for the different departments are as follows:

	First Semester	Second Semester	Year
College	$133.00	$133.00	$266.00
Academy or Normal	123.00	123.00	246.00

A number of scholarships covering tuition in Academy or College have been provided for ministerial and missionary students who need help in getting an education. Write for particulars.

LIBRARY, GYMNASIUM AND CLASS ROOM

REFUNDING

No fees will be refunded.

No tuition will be refunded. But in case of protracted sickness when the student has to drop out of the term's work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

College of Liberal Arts and Sciences

ADMISSION FROM ACCREDITED HIGH SCHOOLS

Graduates from High Schools on the accredited lists as shown by State Departments of Education or other reputable standardizing agencies will be admitted to the Freshman Class upon presentation of a certificate signed by the principal or superintendent of such a high school. Blank certificates may be obtained by writing the President of Union College, Barbourville, Ky.

ADMISSION BY EXAMINATION

Candidates for admission who are not graduates of accredited high schools will be required to take thorough examinations to establish their scholarship before being admitted.

REQUIRED

Algebra	1
Geometry	1
English	3

ELECTIVES

English	½ to 1
Latin	1 to 4
French	2
Spanish	2
Solid Geometry	½
Physics	1
Physical Geography	½
Botany	½ or 1

ELECTIVES

Zoology	½ or 1
History	1 to 4
German	2
Physiology	½
Chemistry	1
General Science	½ or 1
Greek	2
Economics	½
Psychology	½
English Bible	½ to 1
*Bookkeeping	1
Domestic Science	1 to 2
Manual Training	1
Mechanical Drawing	1
Music	1 or 2

ENTRANCE SUBJECTS

To enter College the student must present at least fifteen "units" of high school work. A "unit" is the

*Not more than four units may be offered in Bookkeeping and the subjects listed after it and other vocational subjects.

amount of work done in a standard high school running thirty-six weeks with at least forty minute recitation, five days a week. Double periods are required for laboratory work.

ADMISSION TO SPECIAL STUDENTS

As a rule students desiring to pursue college work will be entered in a regular class looking toward graduation, yet under exceptional circumstances students who are not candidates for a degree may be permitted to take selective studies. However, such students must satisfy the faculty that they are able to take with profit the work selected. Each case will be decided on its own merits.

ELECTIVE WORK

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than six hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the trimester plan will be accredited at proper ratio. No student should expect to receive

full credit for work done at institutions not having equal entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

REQUIREMENTS FOR GRADUATION

The Bachelor of Arts Degree (A.B.) will be conferred upon the completion of 124 semester "hours," including the required work and a major and two minors to be chosen by the student not later than the beginning of the Junior year.

Four of the 124 hours required for graduation should be taken in physical education during the Freshman and Sophomore years, one hour each semester.

The "hour" is the work done in a class meeting one period each week for a semester. Two periods of laboratory work is equal to one hour of class work.

The required work is listed and the amount of elective work is stated under the curriculum. When the major and minors are selected the amount of elective work will be reduced accordingly.

A major subject and two minor subjects must be chosen not later than the beginning of the Junior year. One must be correlated to the major subject. The other minor may be selected from any field approved by the professor in charge of the major subject together with the Dean.

The work in the major subject will cover not less than twenty-four hours nor more than thirty-six hours and a minor not less than twelve hours.

The specific requirements of all candidates for the bachelor's degree are

English—Six hours in English Composition. Six hours in English Literature.

Foreign Language—Twelve hours. A beginning course in Foreign Language may not count toward this requirement unless a second year is taken in the same language.

History, Political Science and Economics—Twelve hours. If two or more units of History are offered for entrance, the requirement may be reduced to nine hours. If a course in Modern History is not offered for entrance, Modern History must be taken in college. In any case, at least six hours in History and three hours in Political Science or Economics must be taken.

Science and Mathematics—One year in Biological Science and one in Chemistry or Physics. If a satisfactory laboratory course was taken in junior or senior years of High School in Biology, Chemistry or Physics, that subject may be substituted with either Mathematics or some other science.

Bible, Religious Education, Psychology—Six hours in Bible, three hours in Religious Education and three hours in Psychology.

QUALITY OF WORK

The one hundred twenty-four semester hours of work must be of such a character as to make at least one hundred twenty-four "points" on the following scale:

One semester hour completed with a grade A counts three points.

One semester hour completed with a grade B counts two points.

One semester hour completed with a grade C counts one point.

Grades below C do not count for points.

EXAMINATIONS AND GRADES

Written tests are given at the end of the sixth and the twelfth week of each semester and final examinations at the close of each semester. Test and examination grades, together with the daily grade, constitute the semester grade. Grades are reported in letters as follows: A, B, C, D, E, and F. Grade A means *excellent;* grade B means *good;* grade C, *fair;* grade D, *passed;*

grade E, *conditioned;* grade F, *failed.* If the student is carrying extra work no D grade and only one C grade a term will count towards graduation. No completed course will be marked E. Only a continued course will be marked E when the teacher thinks the student may make up the deficiency before the course is completed. If the student does not make up the deficiency the whole course will be marked F. A grade of F means that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Credit toward graduation will not be given on a course not completed, except in certain courses where the work done will justify.

An order for special examination may be obtained at the Office by paying a fee of $1.00. Examinations other than those set for the class shall be classed "special examinations," and can not be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

HONORS IN SCHOLARSHIP

Honors in scholarship are recorded on the diplomas of the students winning them, and published on the Commencement program.

Honors in General Scholarship—two grades of honors, designated respectively as honors (*cum laude*) and high honors (*magna cum laude*) are conferred at graduation upon students who satisfy the following conditions of scholarship:

Honors in general scholarship are awarded to those students who have attained a grade of A in 66 hours of the total required for graduation, and a grade not lower than B in 40 hours more.

High honors are awarded to those students who have attained the grade of A in 106 hours of the total required for graduation.

Students completing more than 124 hours for graduation, must attain the same ratio of hours in A and B.

Students coming from other colleges may receive general honors on completing two years of resident study and satisfying the conditions of scholarship prescribed by the Faculty; provided they furnish also such evidence of high scholarship in the institution from which they came as may, in the judgment of the Faculty, entitle them to become candidates for honors under the regulations.

CURRICULUM

Freshman

FIRST SEMESTER	SECOND SEMESTER
English Composition 3	English Composition 3
Foreign Language .....3 to 4	Foreign Language .....3 to 4
Science .....4 to 5	Science .....4 to 5
*History, Mathematics or Education 3	*History, Mathematics or Education 3
Bible 2	Bible 2

Sophomore

English Literature 3	English Literature 3
Foreign Language. 3	Foreign Language. 3
Science or Mathematics .....3 to 5	Science or Mathematics .....3 to 5
†Electives ....6 to 8	Electives .....6 to 8

Junior

Psychology 3	Religious Education 3
‡Electives 12	Electives 12

Senior

‡Electives 15	Electives 15

*A student expecting to make a certificate to teach at the end of his Freshman year should take three hours in Education each semester, otherwise he should take History or Mathematics.

†If History was not taken during the Freshman year it should be taken during the Sophomore year. If a student is working for a life certificate he must take three hours in Education each semester, making a total of twelve hours in Education.

‡Any required work in the History group, Foreign Language group, or other group requirements not finished during the Freshman and Sophomore years should be finished during the Junior year, if possible.

Major and Minor requirements must be kept in mind in making a schedule for the Junior and Senior years.

College Department of Instruction

ENGLISH

The English work is fundamental to all other courses. All students are required to take courses 1 and 2 and are encouraged to take as much more as they have time to give to this field.

Students majoring in English will take courses 1, 4, and 5 and elect at least eighteen hours more from the other courses under the direction of the head of the department.

For a minor in English take courses 1, 4, and at least twelve hours more selected under the advice of the department.

Those majoring in English will take one minor in Latin, French or History.

DEPARTMENT OF ENGLISH

Language

ENGLISH 1—*Composition.* The purpose of this course is to train the student to use the English idiom with a reasonable degree of accuracy, force, and ease. Success depends upon a knowledge of principles, a study in application of principles, and upon tireless practice. Many themes are required; these are criticized by the instructor, and personal conferences held at his discretion. Instruction is flexible in methods; freshness and variety are constantly sought. Required of all Freshmen.

Three hours a week throughout the year.

ENGLISH 2—*The Scribblers' Club—Advanced Composition.* Open to all College students who like to scribble. Its purpose is to develop organization, fluency, vocabulary, and style. The first semester is given to an elementary course in Journalism, with the publication of *The Orange and Black* as a laboratory project.

The second semester is given to advanced Composition, with frequent study of forms from current literature. Original stories, essays and plays are written.

Two hours throughout the year.

ENGLISH 3—*College Grammar.* Open to all who feel their need of a course in Grammar.
First semester, three hours.

Word Study. This course aims to give students a vital interest in words as living things, and to increase their delight in acquiring new words for every day use.
Second semester, three hours.

Literature

ENGLISH 4—*Literature.* A rapid survey of the development of English Literature from Beowulf to the present, as a background for all further study of Literature. Collateral reading with reports is a regular part of the work. Required of all Sophomores.
Three hours throughout the year.

ENGLISH 5—*Elements of Literary Criticism.* A study of the principles of criticism, with abundant opportunity to apply these principles to current criticism, and to literature itself. Required of all who major in English.
Three hours throughout the year.

ENGLISH 6—*Nineteenth Century Poetry.* A study of the period of transition from the later Romanticism to the spirit of the nineteenth century proper will precede the regular work which will include a detailed study of the poetry of Arnold, Clough, Browning, Tennyson, Rossetti, and Swinburn.
Three hours throughout the year.

ENGLISH 7—*Nineteenth Century Prose.* This course parallels Course 6, covering the prose work of Newman, Arnold, Ruskin, Carlyle, Macaulay and others.
Three hours throughout the year.

ENGLISH 8—*Lyric Poetry.* From Shakespeare to the present time.
First semester, three hours.

Epic Poetry. The Æneid, The Divine Comedy, and Paradise Lost.
Second semester, three hours.

ENGLISH 9—*Modern Poetry.* A detailed study of Tennyson and Browning. Open only to Juniors and Seniors.
First semester, three hours.

Poetry of Today. American Poets. English Poets. One-half semester each.
Second semester, three hours.

ENGLISH 10—*American Literature.* In general parallels Course 4.

ENGLISH 11—*Drama.* Study of Shakespeare with the transition period to Ibsen.
First semester, three hours.

Modern Drama from Ibsen to Shaw and O'Neill.
Second semester, three hours.

ENGLISH 12—*Methods of Teaching English.* Open only to Seniors who expect to be teachers of English in the High School.
Two hours throughout the year.

ENGLISH 13—*The Bible as Literature.* This course aims to teach as literature, the stories, the poetry, the drama, with something of the philosophy of the Bible, applying the principles of literary art to the greatest single collection of literature in the world. Elective for Sophomores, Juniors, and Seniors.
Two hours a week.

Bible, Religious Education and Moral Philosophy

The work in Bible is a literary, historical, social and devotional study of the English Bible with a view to making scholarly and genuine Christian citizens. The work is presented with such thoroughness and appreciation as to remove a too frequent feeling that such study is not worthy of the time of people of affairs.

Religious Education and Moral Philosophy are presented so as to include the best known principles and practices of Christian Education in religion and morals.

BIBLE 1—*Life of Christ.* A study of the life and work of Jesus based on the four Gospels with special reference to the social, political and economic background of New Testament times. Each student will write his own life of Christ. This course will be given in sections to meet the need.
First semester, two hours.

BIBLE 2—*Old Testament.* Survey of social institutions and ideals of the Old Testament. A topical study emphasizing the principle of development in the production of the Old Testament literature should familiarize the student with Old Testament material and introduce him to problems of interpretation.
Second semester, two hours.

BIBLE 3—*The Birth of the Christian Church.* Historical and interpretive study. The course covers the rise of the early Christian Church under the Apostles. The Book of Acts will be studied in detail. Methods and material for Bible teaching will be in mind. American Standard Bible used as text.
First semester, three hours.

BIBLE 4—*The Words of Jesus.* The accepted words of Jesus arranged in chronological order and studied somewhat detached from the writings of the Apostles. Jesus' teachings from the nucleus around which we must build our Christian beliefs and hence are of utmost importance.

Second semester, three hours.

RELIGIOUS EDUCATION 1—*Psychology of Religion.* This course deals with psychic activities belonging to religious experiences.

First semester, three hours.

RELIGIOUS EDUCATION 2—*Philosophy of Religion.* A course dealing with the philosophical principles underlying the study of religion. Modern religious problems demand an intelligent analysis and a proper faith must be founded on reasoned out facts. A course designed to help in solving problems in religion and moral conduct.

Second semester, three hours.

MORAL PHILOSOPHY 1 AND 2—*Christian Ethics and Christian Sociology.* These courses will study ethical and social theories and practices of the past and present in the home, state, nation, and world activities, and apply the best Christian tests known to present Christian leaders.

Three hours throughout the year.

FRENCH

The aim of these courses is to give the student a knowledge of the language both written and spoken, to appreciate the literature, a general knowledge of the history and development of the languages.

For a major in French take courses 2, 3, and 5. Students majoring in French are advised to take course 4 also.

For a minor in French take courses 2, and 3 or 5.

A student majoring in French will take one minor in Latin, Greek, Spanish or German.

FRENCH 1—*Elementary French.* Fraser and Squair is used as a grammar and reference book. Oral conversation and written work. Reading of one easy prose book.

Four hours throughout the year.

FRENCH 2—*Intermediate French.* Reading of such authors as Mérimee, Dumas, George Sand, Labiche and Martin. Memoriz-

ing of poems. One paper written in French. Conversational French to a large extent.
Three hours throughout the year.

FRENCH 3—*French Literature in First Half of Nineteenth Century.* Study of Victor Hugo, Lamartine, Alfred de Vigny, Alfred de Musset, Chateaubriand. Study of the literature of this period by collateral reading. Open to students who have completed Course 2.
Three hours throughout the year.

FRENCH 4—*French Prose Composition.* This course aims to give the student a better knowledge of writing and speaking French. Open to students who have completed Course 2.
Two hours throughout year.

FRENCH 5—*French Literature.* A study of Drama. The reading of such writers as Corneille, Racine, Moliere. Outline of the literature of this period.
Three hours throughout the year.

HISTORY, POLITICAL SCIENCE AND ECONOMICS

Major, 28 semester or 42 trimester hours. Minor, 18 semester or 27 trimester hours. Basic courses, 1, 2, or 3 must be taken before registration is allowed in advanced courses.

Courses in History

COURSE 1—A study of the foundation and development of Modern Europe from the 15th century to the present time. An analysis of the period, dealing with the rise of national states, dynastic and colonial rivalries, and the struggles for constitutional rights. Particular attention is given to the economic, political, and social forces of the period, with a study of the French and other revolutionary movements, the Napoleonic wars and the 19th century. Also a survey of the international situation preceding the World War and a brief review of the issues and results of that war. This course is a prerequisite for the advanced History courses.
Three hours a week throughout the year.

COURSE 2—*Political History of England.* The larger social, economic, and religious movements down to 1688 are studied during the first semester, while the second semester is devoted to a study of colonial and imperial development to the present time. Political and social phases are emphasized in tracing the evolution of this great democracy.
Three hours a week throughout the year.

COURSE 3—*History of the United States.* The colonial period, the French War and the Revolution, the genesis of the Federal Constitution, and the development under the Constitution down to 1815 is given during the first semester. This includes a study of the European background of American history, the development of the social, economic, and political forces in the colonies, and the development of self-determination in government leading to national consciousness. The second semester is given to a study of the period since 1815, featuring the rise and growth of political parties, the struggle between liberal and reactionary forces in American life, Civil War and Reconstruction, the rise of the United States as a world power, and American policies during and since the World War.

Three hours. Not given 1924-1925.

COURSE 11—*Bourbon, France, and the Revolution.* European consolidation and colonial expansion. First semester, 1600-1789. Second semester, 1789-1848. The political and social history covering the great age of the French monarchy under Richelieu and Louis XIV, its decline during the 18th century, the causes leading to the French Revolution, the chief events of the Revolution, the Napoleonic era, the Reconstruction of Europe at the Congress of Vienna, the conservative reaction under Metternich, and the revolutions of 1830 and 1848.

Three hours a week throughout the year.

COURSE 12—The rise and development of the Ottoman Empire and the rise of the Balkan States. The decline of the Turkish Empire incidental to its despoilation by Russia and Austria during the 18th and 19th centuries, and the importance of Southeastern Europe in determining world policies.

Two hours. Not given 1924-1925.

COURSE 14—*The History of Europe,* 1848-1924. The period of national consolidation and world-wide expansion, the formation of alliances, the Balkan Wars and the Great War; peace problems.

Two hours. Not given 1924-1925.

COURSE 21. *Constitutional History of Great Britain.* Institutional origins and modern constitutional practice. A study of the development of the political institutions of England from the Anglo-Saxon period to modern times. The growth of Parliament, the evolution of the Cabinet, and the prerogatives of the sovereign are emphasized. The organization of political parties, their history and relation to the English democracy is also carefully considered.

Three hours a week throughout the year.

COURSE 22. *Social and Economic History of England,* 1832 *to the Present.* The great social reform era since 1832, which furnished a background for the social legislation of England and other countries since then. Social reconstruction, labor legislation, the Irish problem, Chartism, the new era in expansion, party controversies, etc., are studied.

Two hours. Not given in 1924-1925.

COURSE 31—*The South before the Civil War, the Civil War, and the Reconstruction.* Social distinctions, the cotton kingdom, the black belt, plantation life, treatment of slaves, underground railway, the planter class, slavery and the Church, leadership of Southern statesmen in national affairs, the eve of secession, threatening of war, the Civil War in the light of forces that tended to hasten or obstruct the clash of arms, and reorganization and readjustment up to 1880.

Two hours a week throughout the year.

Courses in Political Science

COURSE 1.—*American National Government.* A study of the principles and structure of American government. Emphasis upon its actual workings and upon current problems. Historical development, organization, powers, limitations, of the government, and treatment of sovereignty, citizenship and nationality, electorate, and governmental powers.

Two hours a week throughout the year.

COURSE 11—*American Constitutional Law, the Police Power, and the Law of Labor.* Judicial interpretation of the Constitution by the case method, relation of state and national governments, control of Interstate Commerce, protection of civil and political rights (due process of law), impairment of contracts, nature of police power, legislation concerning public health, order, and safety, constitutionality of labor legislations; control of combinations of capital, regulation of public service companies, etc. Deals with practical problems of citizenship that every citizen ought to know.

Two or three hours. Not given 1924-1925.

Courses in Economics

COURSE 1—The fundamental principles of economics, and their application in the interpretation of industrial conditions. An analysis of productive forces, exchange from the angles of value, money, banking; principles of distribution determining wages, interest, rent, and profit; rational consumption, luxury, taxation. Current social policies aiming at economic reform.

LATIN

The object of the Freshman year is to learn to read Latin with ease. After that emphasis is given to Roman literature, Philosophy, and Roman life.

For a major in Latin take courses 1, 2, and six hours additional.

For a minor in Latin take course 1 and six hours additional.

Those majoring in Latin will take one minor in English, Greek, French, or German.

LATIN 1—*Literature.* Livy's History, Books XXI and XXII. First semester, Cicero, De Senectute and De Amicitia. Second semester, Prose composition and sight reading.
Three hours throughout the year.

LATIN 2—*Literature.* The Odes and Epodes of Horace. First semester, selected letters of Pliny the younger to illustrate especially the state of Roman society at the close of the first century after Christ.

Three hours throughout the year.

LATIN 3—*Roman Life and Civilization.* Lectures and assigned reading on the public and private life of the Romans. Special emphasis upon the influence of Roman civilization on modern life.

Three hours throughout the year.

Open to all college students.

LATIN 4—*Silver Latin.* Selections from the Satirists, Persius, Juvenal and Petronius. Two hours a week (First semester). *History.* The Annals of Tacitus I-VI, two hours a week (Second semester). Open to those who have had Latin 1.

LATIN 5—*Roman History.* Suetonius' Lives of the Emperors. A more detailed and intimate study of the First Century, A.D. Two hours a week (first semester). The Histories of Tacitus. The same period of Roman History from a more critical viewpoint. Two hours a week (second semester). Open to those who have had Latin 1.

LATIN 6—*Roman Literature.* A historical and critical survey of Roman literature from the third century B.C. to the fifth century A.D., given by lectures, a text-book, collateral readings in Latin and English. Some brief outline of philology will also be taken up. Two hours a week for the year. Elective for those who have had Latin 1 and Latin 2.

MATHEMATICS

Major, 24 hours.

Minor, 12 hours.

MATHEMATICS 1—*Advanced Arithmetic.* This course reviews the fundamental principles and fundamental operations of Arithmetic. It includes also an intensive study of percentage, investments, annuities, amortization of debts, etc. It is a course especially adapted to the needs of those expecting to teach Mathematics and is open to all students.
Three hours, one semester.

MATHEMATICS 2—*Solid Geometry.* A course based on a standard text. Plane Geometry prerequisite.
Two hours, one semester.

MATHEMATICS 3—*College Algebra.* This course presupposes a thorough knowledge of elementary algebra. Chief topics: Rapid review of the fundamentals of algebra, progressions, permutations and combinations, probability, complex numbers, logarithms, theory of equations, determinants. Prerequisite: One and one-half units of Algebra.
Three hours, one semester.

MATHEMATICS 4—*Plane Trigonometry.* A beginning course in trigonometry. Emphasis is placed upon trigonometric equations and transformations as well as systematic and accurate computation in the applications. A Freshman course.
Three hours, one semester.

MATHEMATICS 5—*Analytic Geometry.* The fundamental notions of Plane and Solid Analytic Geometry. Prerequisites: Courses three and four.
Three hours throughout the year.

MATHEMATICS 6—*The Calculus.* Elements of calculus, including differentiation, integration, Maxima and Minima, plane curves and areas. Prerequisites: Courses three and four.
Three hours throughout the year.

MATHEMATICS 7—*Plane Surveying.* Elementary theory and practice with sufficient field work to ensure familiarity with the ordinary surveying instruments and methods. Mapping and the solution of problems such as arise in land surveying and engineering. Prerequisite: Course four.
Three hours, one semester.

MATHEMATICS 8—*History of Mathematics.* A reading course open only to those whose knowledge of the content of Mathematics is sufficient to enable them to take the course profitably.
Three hours, one semester.

EDUCATION

This department presents several courses in the field of Education in keeping with the most modern and scientific studies in the interest of education.

Students taking the College Elementary Certificate should enroll in Introductory Education and Elementary Education. Those taking the Advanced Certificate must take in addition the course in Practice Teaching. For the various high school certificates the students must select the proper number of hours under the advice of the head of the department.

Students majoring in Education for the A.B. degree must take at least twenty-four hours under the advice of the department. For a minor in Education take at least fifteen hours under the advice of the head of the department.

Introductory Psychology—This course is a first course for students in Psychology and Education. It deals with the foundations of psychic life and the fundamental bases of the learning process. Text book, collateral readings, and lectures.
Three hours a week, first semester.

Educational Psychology—This course presupposes the passing of Introductory Psychology. It deals with the various phychological processes in education and life in the light of the best literature in text books, research studies, and educational periodicals. Text books, collateral reading, and lectures.
Three days a week, second semester.

Introductory Education—This course is designed to give acquaintance with the elements of education in its main principles and to create a taste for further study of definite fields and problems. Cubberly's Introductory Education is used as a basic text.
Three hours, first semester.

Lesson Plans and Observation—A careful study of the best material on lesson plans, discussions, and observation in the Model School.
Three hours, second semester.

Elementary Education—This course deals with the problems of elementary education as revealed in the study of the curriculum, methods of teaching, school room management, play, and community spirit. This course is required of those taking the College Elementary Certificate or the Advanced Certificate. Text books, collateral readings, and lectures.
Two hours throughout the year.

Principles of Secondary Education—This course deals with such High School problems as curricula, adolescent psychology,

vocational guidance, correlation, irregular and exceptional students. Text book, collateral reading, and lectures.

Three hours, first semester.

TEACHING HIGH SCHOOL SUBJECTS—This course presents the theory of teaching together with special study of methods in presenting different High School subjects. Frequent observations will be made of teaching in the Academy. Text book, collateral reading, lectures.

Three hours, second semester.

MENTAL TESTS AND MEASUREMENTS—This course presents briefly the history of mental tests, sifts out the fundamental facts, studies the methods and results of the most successful experiments in the field, and makes demonstration and further study. Text books, collateral reading, and lectures.

Two hours a week throughout the year.

PRACTICE TEACHING—This course requires fifty hours of participation and practice teaching together with a number of conferences with the practice teachers and professors in charge. Students taking the Advanced Certificate will do their practice teaching in the grades. Those taking High School certificates will do their practice teaching in the Academy. Readings, lectures, and conferences.

Three hours a week, first semester.

MODERN EDUCATIONAL PROBLEMS—In this course there is presented a group of modern educational problems which are in more or less of an experimental stage. They are given to provoke creative interest as well as to get information. The group of problems may vary from time to time. Short studies, collateral readings, lectures.

Three hours a week, second semester.

PUBLIC SCHOOL ADMINISTRATION—This course offers studies in all phases of school administration in a brief survey of the work of the public schools. Such problems as selecting teachers, professional ethics, finance, budgeting, community cooperation, discipline, supervised study, home study, moral responsibilities, school spirit, standardization and correlations of work. Text books, collateral reading, lectures.

Two hours a week throughout the year.

HISTORY OF EDUCATION—This course takes a rapid review of Greek, Roman, and Mediæval education and begins more intensively with the Renaissance and the Reformation. Due emphasis is given to educational movements, special types of schools, methods, great leaders, and the effects upon community and national life. Text-book, assigned readings, and lectures.

Any student selecting this course should have had Ancient, Mediæval, and Modern European History. Prerequisite: General Psychology.

Three hours a week, first half year.

Philosophy of Education. In this course an effort is made to get the relation of the educational process to biology, psychology, and social well-being of the individual and the race. Educational theory and curricula are critically studied, also the social aspects of past and present educational practices. Prerequisite: General Psychology.

Two hours a week, second half year.

PHILOSOPHY

It is the design of these courses to connect the student with his real world. Professor Royce wisely wrote that one philosophizes when he tries to understand his world. It is the part of a philosopher to treat life seriously and to feel for the truth sympathetically. The Christian philosopher endeavors to construct a system of logical interpretation based upon the experience of the race in its endeavor to become better. The fundamentals of Christianity are kept in mind and due respect for its contribution to the uplift of the world is maintained.

Those majoring in Philosophy will take courses 1, 2, 3, 4, 5 and nine hours to be elected.

For a minor in Philosophy take courses 1, 2, 3 and nine hours to be elected.

Those majoring in Philosophy will take one minor in History or English.

In no case will any student be enrolled in Philosophy in his Freshman year, and all students are advised to put it off until the Junior year if possible.

PHILOSOPHY 1—*General Psychology.* A comparative study of two leading text-books on psychology. The work of the first half of the term is concerned largely with the physiological side of psychology, and gives special emphasis to consciousness and the nervous system. The second half is given to the study of mental activity, such as retention, disposition, habit, instinct,

association, recall, cognition, perception, memory, reasoning, emotion, and will. Text-books: Pillsbury and James.
Three hours, one semester.

PHILOSOPHY 2—*Logic.* A study of the purposes, laws, and limitations of human reasoning, whether deductive or inductive. The course is made as practical as possible. Text: Creighton's Introductory Logic.
Three hours, one semester.

PHILOSOPHY 3—*Ethics.* A critical study of the foundation of moral obligations. The course is designed to give philosophic insight and to build moral character. Moral laws are applied to practical life and correlated with Christian ethics. Comparative study of two standard texts. Lectures.
Three hours, one semester.

PHILOSOPHY 4—*History of Ancient and Medieval Philosophy.* A careful survey of philosophic thought from the early Greeks to the Renaissance. The aim of this course is not so much to master the details of each philosopher as to grasp the fundamental of each school and note the effects upon succeeding philosophies and sciences. Text-book, much collateral reading, and lectures.
Open to Juniors and Seniors.
Three hours, first half year.

PHILOSOPHY 5—*History of Modern Philosophy.* Beginning with Descartes and Bacon, the development of philosophic thought and its relation to national ideals are carefully studied. This study should throw substantial light upon the background of modern social, religious, educational, and governmental problems.
Open to Juniors and Seniors.
Three hours, second half year.

PHILOSOPHY 7—*Social Psychology.* A study of social instincts and their relation to organized society. Crowd psychology, the mob, fashion, excursions, behaviour under excitement, under crises both personal and national, the public press, propaganda, and some attention will be given to the psychology of religious experience.
Open to students who have had General Psychology.
Three hours, second half year.

PHILOSOPHY 8—*Philosophic Foundations of Christian Theology.* The first part of the course makes an inquiry into the theistic conception of the world with the thought of establishing that view as a necessary postulate of reason and of human life. The second part of the course offers a philosophic study of the fact and the sense of sin, the incarnation, atonement, miracles, redemption from sin, immortality, etc. The effects of these doc-

trines will be traced in civilization, and modern problems will be viewed in the light of what Christianity offers as a solution.

Open to Juniors and Seniors.

Three hours throughout the year.

PHYSICS

PHYSICS 1 (a, b)—*General Physics.* A non-mathematical course designed to meet the cultural needs of the average student as well as the technical requirements of the student of science. The time is devoted to mechanics, heat, electricity, magnetism, sound, and light. Lectures and recitations three hours per week, laboratory two hours per week. Four hours throughout the year. Fee three dollars each semester. No prerequisite.

PHYSICS 2—*Advanced General Physics.* This course aims at delicate precision in the various mathematical problems in the study of mechanics, heat, light, sound, electricity and magnetism. Prerequisites, Physics 1 and Mathematics 2, 3, 4, and 5.

Three hours throughout the year.

CHEMISTRY

For a major in Chemistry it will require thirty hours' work including the following courses: General Chemistry, 10 hours; Qualitative, five hours; Quantitative, five hours; Organic, six hours. At least a one-year course must be taken in each of Physics and Mathematics.

In addition to the regular laboratory fee each student is required to deposit two dollars to defray any breakage during the course. At the end of the course all unused funds will be returned to the student.

CHEMISTRY 1 (a, b)—*General Inorganic Chemistry.* A course with a two-fold object in that it shows the possibilities of chemistry in our everyday living and at the same time prepares the student for further study of the subject. The basic principles of chemistry are studied in detail. Lectures, demonstrations, and recitations three hours per week with laboratory four hours per week. Five hours throughout the year. Fee four dollars each semester. No previous chemistry required.

CHEMISTRY 10—*American Chemistry.* With the main object being the cultural value of chemistry, this course takes up the position of America in the field of chemistry. The time is devoted to a non-technical study of a few of the most important industries by means of reading and reports by students. Lectures and recitations two hours per week. May not be used to complete science requirement. Spring semester. Two hours. No prerequisite.

CHEMISTRY 2—*Qualitative Analysis.* A study of the metals by means of their ionic reactions is made in the light of the electron theory of matter. Lectures and recitations one hour per week, laboratory four hours per week. Three hours first semester. Fee six dollars. Prerequisite: Chemistry 1.

CHEMISTRY 3—*Qualitative Analysis.* Same as Chemistry 2 except that this course offers more work for the student who expects to major in chemistry. Lectures and recitations two hours per week, laboratory six hours per week. Five hours first semester. Fee six dollars.

CHEMISTRY 4—*Organic Chemistry.* While this course is designed for the student of medicine yet it is acceptable for the chemistry major. A thorough study is made of the elementary principles of the chemistry of carbon compounds. An effort is made to unify the material and prepare the student for the specialized work necessary in his further study. Lectures and recitations four hours per week, laboratory four hours per week. In the laboratory it is the amount of work done and not the time spent that shall determine the course. Six hours second semester. Fee six dollars. Prerequisite: Chemistry 2.

CHEMISTRY 5—*Quantitative Analysis.* A course intended for pre-medical students. A study is made of the methods of volumetric analysis and fits the student to carry out accurate chemical determinations. Lectures and recitations one hour per week, laboratory four hours per week. Three hours first semester. Fee six dollars, Prerequisite: Chemistry 2.

CHEMISTRY 6—*Physical Chemistry.* A special course for pre-medical students. The theory and principles of chemistry are discussed in the light of the more recent views. Special attention is given to the applications to medicine. Lectures and recitations three hours per week. Three hours second semester. Prerequisites: Chemistry 4, Chemistry 5, and Physics 1.

CHEMISTRY 7—*Inorganic Preparations.* Laboratory practice in the preparation of several of the more common compounds. Prerequisite: Chemistry 1.
One or two hours.

CHEMISTRY 8—*History of Chemistry.* A careful study of the rise of the science from the age of alchemy. The contributions of individual men are especially stressed. Prerequisite: Organic or Quantitative.
Two hours.

BIOLOGY

Those majoring in Biology must take General Zoology, Histology, Physiology, Comparative Anatomy, and Embryology.

BIOLOGY 1 AND 2—*General Zoology.* Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amoeba, peramoecium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two two-hour laboratory periods a week.

Four hours throughout the year.

BIOLOGY 3—*General Histology.* A course in histology, including the processes of fixing, imbedding, staining, technic sectioning and mounting different kinds of tissues. This course also includes an elementary study of the various organ tissues. Elective in the College. Recitations two hours, laboratory four hours.

Prerequisite: Biology 1 and 2. Four hours second semester.

BIOLOGY 4—*Human Anatomy and Physiology.* A course which treats of the various structures and functions of the human body. Lectures and recitations, two hours a week; laboratory work, two hours a week. Prerequisite: Biology 1 and 2. Four hours second semester.

BIOLOGY 5—*Comparative Vertebrate Anatomy.* A study of selected vertebrate types from Amphioxus to the mammals. The form and development of the different systems of organs are considered in detail. This course is an excellent preparation for the work in human anatomy or for teaching. This course and Science 5 make a good year's course in Biology. Required of medical students. Elective in the College. Recitations two hours, laboratory four hours.

Four hours first semester.

BIOLOGY 6—*Embryology.* This course includes the study of the development of the frog, chick, and a mammal from the time of fertilization of the egg until fully formed. Lectures and recitations, two hours a week, laboratory work, four hours a week.

Prerequisite: Biology 1 and 2. Four hours second semester

BIOLOGY 7—*Biology and Disease.* This course consists of recitations and lectures on the cause and means of preventing communicable diseases. It aims to give the facts which every person should know concerning tuberculosis, typhoid fever, diphtheria, yellow fever, and other diseases caused by bacteria or protozoa. Elective in the College year.

Four hours, one semester.

BIOLOGY 8—*Botany.* A study of the biology, morphology, and classification of typical plants selected from the different groups. Recitations two hours, laboratory four hours.

Four hours, one semester.

HOME ECONOMICS

FOODS—*The Selection, Preparation and Serving of Food—A Study of Foodstuffs.* Three hours, first semester. Two hours, second semester. No prerequisite. Fee for use of kitchen and gas, $3.00 a semester. Students pay for materials used in course.

CLOTHING—*A Study of Fabrics, Constructive Processes, and Construction of Simple Clothing.* Two hours, first semester. Three hours, second semester. Fee for use of laboratory, $1.50. Students to furnish materials for sewing.

Normal School

The Normal School is planned to meet the requirements of the State law as an approved Normal School whose graduates upon the completion of certain courses may be granted by the State certificates to teach, in the same manner that graduates from the State Normals receive certificates.

EQUIPMENT

The entire equipment of the College is open to use by the Normal School. This equipment includes good laboratories in Physics, Chemistry, Biology, Domestic Science and Art. Agricultural plots, the Conservatory of Music, Expression, Library, a Training School, New Gymnasium and Athletic Field.

TRAINING SCHOOL

Union College has made arrangements with the Barbourville City Schools to use the grades for a training school. Our own Academy is used as a training school for High School Certificate Courses. The College helps to select the teachers for the training school. Normal students do observation and practice teaching in the training school.

FACULTY

The Faculty is made up of trained specialists in every department, from the critic teachers in the training school to the head of the Normal School.

SCHEDULE

Since many of the Normal students come after their schools close in January the schedule for the Normal courses will be adjusted to the needs of the students. Some studies will be repeated each term if necessary. Some studies may be taken together with the regular Academy students while others will be run for Normal students only. However, a good student may finish the regular Academy course and the Elementary Normal courses in the time that the average student takes for the Academy alone.

NORMAL SCHOOL LAW

The State Department of Education is authorized to issue the following certificates to Union College students with their several requirements and privileges as set forth in the law:

I. ELEMENTARY CERTIFICATES

1. *A Provisional Elementary Certificate* (*of High School Grade*) valid for two years in any elementary school of the State, shall be issued by the Superintendent of Public Instruction upon certification of an Accredited Normal School showing the completion of at least eight units of standard high school work, four of which must be earned in residence in the Normal School. This certificate shall be reissued or renewed for two years upon the presentation to the Superintendent of Public Instruction evidence of the owner thereof having earned two or more additional units of credit in the Normal School, and same may be so reissued or renewed from time to time upon presentation of evidence of having earned two or more such additional units of credit.

2. *The Provisional Elementary Certificate* (*of College Grade*) shall be issued on the basis of high school graduation with sixteen semester hours (one-half year) of standard college credit. It shall be issued for a term of two school years, and shall be eligible for two-year renewals, each renewal dependent upon satisfactory evidence of at least sixteen semester hours of additional standard college credit, which shall be indicated on the certificate.

3. *The Standard Elementary Certificate* (*of College Grade*) shall be issued on the basis of sixty-four semester hours of college credit earned in an institution of at least standard junior college rank, not less than twelve of which shall be in education subjects. It shall be issued for a term of three school years and shall be eligible for three-years renewal on presentation of satisfactory evidence of successful teaching experience; and it may be extended for life at any time on presentation of satisfactory evidence of three years of successful teaching experience. After such extension the holder may resubmit it to the director of certification for recording statements of additional college credit.

4. *A College Certificate,* valid for three years in any public school of the commonwealth, may be issued by the State Board of Education upon graduation from the Normal School. This certificate shall be reissued or renewed for life after three years of successful experience in educational work in public schools; credit for one year's graduate work may be accepted in lieu of one year of successful experience as above provided.

II. HIGH SCHOOL CERTIFICATES

1. *The Provisional High School Certificate* shall be issued on the basis of sixty-four semester hours of college credit earned in an institution of at least standard junior college rank, not less than twelve of which shall be in education subjects. It shall be issued for a term of four school years, and shall be eligible for four-year renewals on presentation of satisfactory evidence of thirty-two semester hours of additional credit in a standard college.

2. *The Standard High School Certificate* shall be issued on the basis of graduation from a standard four-year college, including at least twelve semester hours of credit in education subjects with practice teaching, or satisfactory evidence of two years of successful high school teaching. It shall be issued for a term of four school years, and shall be eligible for four-year renewal on presentation of satisfactory evidence of successful teaching experience; and it may be extended for life on presentation of credit for twelve additional semester hours of education subjects and satisfactory evidence of three years of successful teaching experience.

3. *A Provisional or Standard High School Certificate,* valid only for teaching special subjects, will be issued where transcript of college credits submitted includes credit for at least twelve semester hours' training in preparatory for teaching in that special field.

III. SUPERINTENDENCE CERTIFICATES

A Standard or a Provisional Certificate for administration and supervision in the public schools of the commonwealth shall be issued to any applicant who files evidence of having taught at least four years in public schools or colleges and having satisfied the requirements for the issuance of a standard or provisional certificate for high school teaching, and in addition thereto standard college credit for six semester hours in public school administration and supervision. Such certificate shall be issued for a term of four school years, shall qualify the holder for any position of public school administration and supervision in the commonwealth, and shall be eligible for renewal on basis prescribed in this act for renewal of certificates for high school teaching.

Before any of the certificates provided for in the preceding provisions of this act shall be issued the applicant therefor must meet the legal requirements in reference to age, and credentials concerning good moral character, prescribed by law for public school teachers.

Academy

PURPOSE

The Academy is designed to prepare students for colleges or technical schools; to give teachers the high school work required by the new law in Kentucky, and to broaden the education of those taking up business and home life.

SCOPE OF INSTRUCTION

The Academic Course was four years in length and covered a regular high school course. The first year is being dropped.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific, professional or vocational life as he sees fit.

Our Academy is in Class A of the accredited list of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

ENTRANCE

With the first year dropped, students entering in September, 1927, must have had in some accredited secondary school or be ready to pass by examination Freshman English and at least one-half of first year Algebra. With these two subjects passed a student may take the second year's work and make up any deficiencies during summer terms and finish the Academy in three years. It is expected that the Academy will be dropped one year at a time until it is all gone.

ADVANCED STANDING

Advanced standing will be given students presenting credits from good secondary schools and to students pass-

ing examinations on work done for which credits are not presented.

GRADUATION

An Academic Diploma will be granted students completing the Academic Course.

ACADEMY CURRICULUM

Sophomore

English	5	English	5
Algebra	5	Algebra	5
*Electives	10	Electives	10
Bible	2	Bible	2

Junior

English	5	English	5
Geometry	5	Geometry	5
†Electives	10	Electives	10
Bible	2	Bible	2

Senior

English	5	English	5
Biology	5	Biology	5
†Electives	10	Electives	10
Bible	2	Bible	2

*Two electives may be chosen from Beginning Latin, General Science, and Modern History. Those who elect Beginning Latin will be expected to take two years of Latin.

†Electives may be chosen in Latin, Solid Geometry, History, Education, Domestic Science, or any other creditable work of High School grade.

Academy and Normal Departments of Instruction

EDUCATION

RURAL SCHOOL MANAGEMENT—A study of the school as an organism; from the viewpoint of the superintendent and the teacher, with an extensive reading course. Text discussion. Required from the Provisional Elementary Certificate of the second class.

One semester, daily. One-half unit.

OBSERVATION AND METHODS—This is a course in directed observation and general methods. Observation two lessons a week, under critic teachers, trained in their special departments, and three lessons a week in general methods from text book. Lectures and discussions.

One-half unit.

RURAL LIFE—This course is intended to give the student an understanding of the rural society and of the progressive movements for social betterment. The causes which effect the life of society, social evolution, social control, and the relation of Christianity to the great social problems.

One-half unit.

OBSERVATION AND PRACTICE TEACHING—This course is required of students for the Standard Elementary Certificate, and elective for high school students. Five lessons a week under the direction of a critic teacher.

One semester, daily. One-half unit.

Psychology 1. Psychology is the foundation of all studies in education. This is an elementary course dealing with the simpler foundation principles of the nervous system as observed in original responses to stimuli and in its modifiability under environment. Text-book and class discussions.

First semester. One-half unit.

Psychology 2. A special study of childhood and adolescent Psychology as it pertains to the problems of the schoolroom and other points of interest to the educator. Text-book, lectures and discussions.

Second semester. One-half unit.

ENGLISH

The aim of this department is to give the student such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and æsthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ENGLISH II—*Semester* 1. Lewis and Hosic completed covering fundamentals of clear, forceful, and interesting expression of the student's own experiences, thoughts and feelings. Oral and written composition are continued at frequent intervals throughout the course.

Semester 2. Work of Semester 1 is continued with addition of elementary principles of argument, oral arguments frequently taking the form of debates. The literature for both class study and collateral reading for the year will be chosen from the following list or its equivalent: "Silas Marner," "Ancient Mariner," "Tanglewood Tales," current fiction in short story or novel, "Man Without a Country," selections from the "Iliad and Odyssey," "Travels with a Donkey," "Vision of Sir Launfal," "Tales of Wayside Inn," "Snow-Bound," "Enoch Arden," selections from current poetry, biography, and one play from Shakespeare.

Five hours throughout the year.

ENGLISH III—Law's "English for Intermediate Use" is the basis of theory and practice during this year. All forms of composition, both oral and written, are reviewed, and perfected with special attention to making the students' written work attractive. Simple fundamentals of Journalism are taught. Vocabulary study continued. Literature for the year is chosen from the following list or its equivalent: "Cranford," "Sir Roger de Coverly," "House of Seven Gables," "Mariners in the Wilderness," "Idylls of the King," one play from Shakespeare, one volume of easy informal

essays, current fiction, biography, magazine reports, one novel from Dickens, Eliot, Cooper, Stevenson, Kipling, etc. "A High School History of American Literature" will accompany the year's work.

Five hours throughout the year.

ENGLISH IV—Principles of argumentation and debate are studied with abundant practice. Brooks—Book II, or its equivalent, is the text. Washington's "Farewell Address" is studied, briefed, and its present day values fully discussed. The study of the technique of one-act plays, the reading of plays with classroom acting form part of this semester's work. The technique of the short story and the informal essay are studied with many examples read and discussed. Carlyle's "Essay on Burns" is thoroughly studied and discussed. One play from Shakespeare and a volume of current poetry with collateral reading, many themes, essays and others constitute the work of the year. Bate's "History of English Literature" accompanies the work of both semesters.

Five hours throughout the year.

MATHEMATICS

ARITHMETIC I. This course embraces a review of the more important principles of Arithmetic: Common Fractions, Decimal Fractions, Percentage, Drills, Standard Tests, outside work; measuring lumber, land, capacity of bins and cisterns, painting, paving, flooring, papering and the beginning of ratio and proportion, involution and evolution, carefully explained. A good modern text is used.

One semester, daily. One-half unit.

ARITHMETIC II—*Advanced Arithmetic.* This course is intended for teachers, and consists of a continuation of the work as outlined for the first course, but the more difficult phases of the subject will be dealt with in fuller detail. The principles of teaching and presenting the subject matter will be one of the strong features of this course; in addition, heavy subject matter dealing with difficult principles and knotty problems will be required. Mastering of the subject of Arithmetic is expected of those who finish this course. A modern text, supplemented by outside work and other books.

One semester, daily. One-half unit.

MATHEMATICS II (*a*)—*Algebra.* This course comprehends a rapid review of previous work, also Factors, Fractions, Fractional Equation, Simple Equations, Simultaneous Rates, Proportions and Variation. Wentworth and Smith, Academic Algebra.

First semester, daily. One-half unit.

(*b*) *Algebra.* Continuation of Course (*a*). Simple Equations, Graphs, Powers, Roots, Quadratic Equations, Simultaneous Quadratic Equasions, Powers and Roots, Progression, Binominal Theorem, Logarithms. Wentworth and Smith, Chapters XVIII-XXII.
Second semester. One-half unit.

MATHEMATICS III (*a*)—*Geometry,* Book I. Much attention is given to the solution of problems designed to train the student in logical thinking and the methods used discourage mere memorizing of propositions. Wentworth and Smith. Fall Term, daily. One-half unit.

(*b*) *Geometry,* Books III and IV. Some attention given as above to practical and independent use of principles in Geometry and the application of the same to mechanical arts and surveying. Wentworth and Smith. Second semester, daily. One-half unit.

MATHEMATICS IV—*Solid Geometry.* The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text: Wentworth and Smith.
Five hours, first semester, daily.

LATIN

LATIN I—A study of the more elementary rules of Latin syntax with thorough drill on declensions and conjugations. Stress is laid upon proper pronunciation, English derivation, and the nature of Latin sentence structure. The more involved syntax of subjunctive, infinitive and indirect discourse.
Five hours per week throughout the year.

LATIN II—Cæsar's Gallic Commentaries, Books I-IV. Detailed attention given to the geographical, historical and political background of the narrative. Prose composition once a week throughout the year, and daily drill on syntax.
Five hours per week throughout the year.

LATIN III—The four orations against Catiline. Poet Archias and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Collateral reading on related subjects. Prose composition once a week throughout the year.
Five hours per week throughout the year.

LATIN IV—Virgil's Æneid, Books I-IV, are read for the translation, story, mythology, scansion and literary merit.
Five hours per week throughout the year.

NATURAL SCIENCE

SCIENCE I—*Agriculture 1.* This course is broad in its treatment, fundamental in significance, dealing in a general way with the soil, fertilizers, and manures, plants and plant propagation, field crops, insects and diseases and their control, domestic animals, their care and feeding, and the farm home. It is designed to prepare teachers for teaching agriculture in the rural schools of Kentucky, and is required for the Elementary Certificate. Text Book: Laboratory and Field Work.

First semester. One-half unit.

SCIENCE II—*Physiology and Hygiene.* This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. A good modern text, and supplementary reading.

First semester, daily. One-half unit.

SCIENCE III—*Botany.* The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the laboratory, including microscopic work. Each student is required to collect, press and neatly mount twenty-five flowers. Text: Coulter's Plant Life and Plant Uses and Hughes' Practical Experiments.

Spring Term, daily. One-third unit.

SCIENCE IV—*Geography.* A thorough course is given covering the principles of geography, a detailed study of North America, and a brief study of the other continents, emphasizing their economic development—concentration of industries, transportation, government, and governmental activities, embracing Human and Regional Geography. Method of preparation and presentation is given careful attention and is made a prominent part of the course.

First semester. One-half unit.

SCIENCE V—*Physical Geography.* Special emphasis is placed upon the formation and preservation of soil, the relation of forests to erosion and water supply, the laws governing weather conditions, and the relation of all these factors to human development.

Spring Term, daily. One-third unit.

SCIENCE VI—*General Science.* This course aims to furnish an introduction to the scientific study of the elementary sciences. The topics considered are those of general significance, as AIR —characteristics, temperature changes and seasons, humidity,

structure, and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student, and some standard text.

One year, daily. One unit.

SCIENCE VII—*Agriculture 2.* This course is for the more advanced students. A careful study is made of the principal farm crops of Kentucky, with special emphasis upon the problems of the southeastern Appalachian regions, and to teaching them in the one-room rural schools. Soils, soil fertility, field crops, farm management, vegetable gardening, landscape gardening, animal husbandry, poultry husbandry, rural health and sanitation, will be studied in this course. Text Book: Laboratory and Field Work.

Second semester. One-half unit.

SCIENCE VIII—*Nature Study.* One of the most interesting studies in the school curriculum is that of nature. In this course the student is taught to observe closely the things of nature round about him. Some of the most interesting features of the work will be early morning bird study, strolls over the campus and through the adjacent fields and woodlands. Special attention will be given to the study of birds, trees, flowers, fruits, and insects, and a collection of specimens of various kinds will be made, labeled and mounted by each pupil.

One-half unit.

SCIENCE IX—*Biology.* This course consists of a course in botany, showing the relations between plants and animals. Also considers the diseases caused by bacteria and protozoa, and means of preventing communicable diseases. It aims to give facts which every person should know concerning tuberculosis, typhoid fever, cholera, diptheria, yellow fever, and other similar diseases.

This course prepares the student for a course in College Biology, Zoology, or Gross Anatomy.

Five hours throughout the year.

HISTORY AND CIVICS

HISTORY I—*American History (a).* This is a course in the fact history of our country. Its purposes are to give the student a general working knowledge of American History to the formation of the Union, to give enough method of history to enable a student to do good teaching of the subject in the rural schools, or to do advanced American History in any school.

One semester, daily. One-half unit.

American History continues the work of History (*a*), but it gives more attention to the Method of Teaching History. It takes up the chain method spoken of in the State course of study and develops the idea thoroughly, by considering such leading threads of history as: Slavery, the Tariff, Westward Expansion, the Spoils System and Civil Service Reform, the Banking System and Panics, Growth and Development of Political Parties. This course attempts to create an abiding interest in the affairs of the world. Therefore special attention is given to the Monroe Doctrine and American Foreign Relations, bringing out vividly America's part in the World War, and our part in the reconstruction of the world.

One semester, daily. One-half unit.

History III—*Kentucky History.* Gives a fuller and higher appreciation of the struggles and perseverance of the pioneers of Kentucky, their achievement, and worth to the state and nation, and Kentucky's part in making and preserving the nation. The full period from discovery to the present is covered carefully balancing the events so as to give each its due consideration. A good text with outside reading is required.

History V—A history of Modern Europe beginning with the age of Louis XIV. The growth of science and learning, and the development of political, social, and economic institutions. The progress of nations, and an inquiry into the causes and effects of such important events as the French Revolution and the World War. Also a study of the growth and toleration and the extension of the Christian movement.

Five hours a week.

Civics—A study of community life and problems, and the relation of the individual to the community in which he lives. Americanism, Melting Pot, rural and city life, including the immigration question and its problems carefully considered. The government of Kentucky will also be studied. A modern text with collateral reading.

One semester, daily. One-half unit.

BIBLE

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this, the greatest of books, by the average man. A skeptical professor in one of the great American universities, after having failed to get an intelligible answer on some point of simple Biblical history indig-

nantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is also fundamental to strong Christian character, and church schools should certainly give every student some good courses.

BIBLE I—*Old Testament History.* This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.

Two hours.

BIBLE II—*New Testament History.* This course deals with the early history of the Christian Church and its ideals and work as recorded in the synoptic Gospels and the Acts. A general text is used as an organizing basis. Designed for Academy students, third year.

Two hours.

Music

INSTRUMENTAL AND VOCAL

Union College offers a course in both instrumental and vocal music, not only to the college students, but to the community at large.

The piano is the most universally used of all instruments, and its proper study will give a thorough acquaintance with all styles and forms of musical composition. The equipment for this department consists of a number of practice and studio pianos, and also two grand pianos on the chapel stage to be used for concerts and recitals.

Class instruction is also given in Theory, Harmony, History of Music and musical appreciation. The texts to be suggested by the teacher. A brief outline is given for classification, and does not mean that each study or all the works must be taken by each student.

PIANOFORTE COURSE

GRADE I—Practical Works, simple technical studies, major scales, such studies as Berens, op. 70; Gurlitt, op. 117; selected studies, Reutling, Books I and II. Czerny studies, Book I, op. 299.

GRADE II—Scales and technical work continued, Gurlitt, op. 141. Burgmuller, op. 100; Dunernoz, op. 176; Kohler, op. 50. Czerny studies continued, op. 299. Easy sonatinas by Steibelt, Hyder, Mozart, such pieces as Jensen, op. 33; Gade, op. 36.

GRADE III—Hanon technical studies, Little Pischua technical studies, Minor scales, all forms begun, 12 easy pieces of Handel, Heller, op. 47; Bertini, op. 100. Czerny consonatinas by Clementi, Kuhlan, Beethoven. Pieces by classical composers given.

GRADE IV—Major and Minor scales with chords and arpeggios, Heller, op. 45 and 46; Berens, op. 61. Bach's short preludes and fugues, Krouse trill studies, sonatas and rondos by Dussek, Reinecke, Mozart, Haydn. Pieces by Grieg, Godard, Mendelssohn, Schumann and Schubert.

GRADE V—Technical studies continued. Bach's two-part Inventions, Steitelt studies. Octave studies, op. 281, Lorr, Berens, Books III and IV, Beethoven's earlier sonatas, Mendelssohn's Song Without Words, Chamineade, Grieg, Schubert, Schumann.

GRADE VI—Advanced techinque, Bach's Suites, Bach's three-part Inventions, Crame's 50 Etudes, Kullaks octave studies, Jensen Etudes, Schubert Impromptus, Sonatas, Compositions by Chopin, Liszt, Rubinstein and modern composers.

GRADE VII—Scales and arpeggios all forms, with increasing speed. Bach's English and French Suites continued. The well-tempered clavichord of Bach. Gradus and Parnassus by Clementi, Moscheles studies, Concertos by Mozart, Mendelssohn, Chopin, Schumann. Compositions by modern composers.

Much time the last two years of course is spent in preparation of a recital program to be given in public, also practical work in instruction for those who intend to become music teachers.

VIOLIN

Course of study will include studies by Dancla, or Herman, Sitt, 100 Studies Op. 32, Sevick, Books 1 and 2, Meerts, Kayser, Books 1, 2 and 3. Scales and arpeggios through keys and positions. Appropriate pieces for the different grades. A full and complete course is offered for the violin.

A Supervisor's Course in Public School Music is offered to all those wishing to do supervisor's work in Public Schools. For expenses see tuition. This is not the same course as is offered teachers in the Normal Course. Students completing this course must have two years voice lessons, one year of harmony, one year Music History, one year theory.

Students' recitals will be held at frequent intervals, and all students in the conservatory are required to attend, and to take part when requested by the teacher.

A College Choral Society will be organized at the beginning of the first semester. Choral works of the old and new school of Oratorios will be studied. This is open to all students, and any others not connected with the College are invited to become members.

All students in voice are required to attend the College chorus.

VOICE

The opportunity for voice culture should not be limited to the chosen few who are endowed with a voice. Deep breathing, which is an important part in voice culture, develops the lungs, corrects a bad carriage and makes a healthy body. A course in this department will be most beneficial whether or not one expects to make singing a profession.

BRIEF OUTLINE FOR VOICE

GRADE I—Breathing exercises, tone placing, study of vocal organs, simple vocalises by Root, Behinke and Pearce, simple songs and ballads.

GRADE II—Breath control and tone production continued, Concone, op. 9 and 12. Vaccai Italian school of singing, art of vocal Morza, the easy songs of Brohms, Schubert, Schumann, Mendelssohn and American compositions.

GRADE III—Vocalises embracing embellishments, trills, and scale passages, for flexibility. Master pieces of Voc-Mox S. Picher, Book I. Framons songs prepared by Krehbiel. Early arias begun in Italian, also simple songs in French and German.

GRADE IV—Studies in Brovura and scale passages continued, Marzo, Book II. Lamperti, Listgers (operatic vocalises) Mox Spicker, Book II. Selection from Oratorios and Operas, American songs, also Italian, German and French Diction.

A class in ear training and sight singing will be conducted by the vocal teacher and will be open to all students who are lovers of music.

The Union Glee Club meets weekly, and is composed of the best voices in the College. The male quartette also furnishes an opportunity for valuable musical training.

Class instruction in Public School Music will be conducted for the benefit of the students taking the Normal Course and credit for same will be given.

The music department from time to time boasts of an orchestra affording opportunity for a very wholesome and delightful exercise of one's musical talents. Bring your favorite instrument along.

No deduction for lessons will be made, except in cases of protracted illness.

Visitors are not allowed in practice rooms.

Public appearances should not be made at any time without the consent of the teacher.

Register of Students

COLLEGE

Seniors Taking A.B. Degree

Dyer, Irene	Knox County
Jarvis, Oscar	Knox County
Jarvis, Taylor	Knox County
Hensley, Mayme	Clay County
Hignite, Thomas	Knox County
McPhail, Dorothy	Knox County
Messer, William	Knox County

Juniors

Bennett, William	Davless County
Cobb, Emerson	Webster County
DeMarcus, Gladys	Knox County
Hall, J. C.	Harlan County
Miracle, J. E.	Knox County
Putnam, Fred	Pennsylvania
Rippere, Carol	Knox County
Ward, Corinne	Ohio County
Warren, Sudie	Knox County
Williams, Lucretia	Fleming County

Sophomores

Aguilera, Bernice	Knox County
Baker, Arnold	Harlan County
Black, Robert	Laurel County
Beddow, Walter	Knox County
Burnett, R. E.	Knox County
Chandler, Elizabeth	Bell County
Cheap, Edith	Lawrence County
Evans, Ella	Fleming County
Faulkner, Stanley	Knox County
Gardner, Lois	Fleming County
Jackson, Marie	Knox County
Lay, Jesse	Knox County
Miller, Flonnie	Pulaski County
Miller, Denver	Knox County
Miracle, Ethel	Knox County
Parker, Ruth	Knox County
Rader, Ruth	Knox County
Roberts, Laura	Knox County

Robinson, Elmer ..... Whitley County
Robinson, Frances ..... Knox County
Rippere, Margaret ..... Knox County
Smith, Tip ..... Clay County
Wagers, Floyd ..... Clay County
Wagers, Lawrence ..... Clay County
Warren, Challis ..... Clay County
Warren, Eula Mae ..... Knox County
Wells, Zelma ..... Boyd County

Freshmen

Almstead, Ingersol ..... Knox County
Bargo, Chester ..... Knox County
Beddow, Etta ..... Knox County
Baugh, Dorothy ..... Pulaski County
Bird, Harold ..... Whitley County
Birch, Mrs. J. H. ..... Bell County
Boggs, Julia ..... Ohio
Bowman, Bernice ..... Florida
Broyles, Lena ..... Pulaski County
Burchell, Robert ..... Clay County
Campbell, Robert ..... Clay County
Caudil, Estil ..... Clay County
Chestnut, Glen ..... Knox County
Clay, C. W. ..... Harlan County
Congleton, Ruth ..... Knox County
Corum, George ..... Clay County
Cox, Howard ..... Knox County
Davidson, Estill ..... Clay County
Delph, Thelma ..... Harlan County
DeMarcus, Claudia ..... Knox County
Dotson, Mary Jewell ..... Fleming County
Earl, David ..... Bell County
Faulkner, Jesse ..... Knox County
Fawbush, Demming ..... Harlan County
Foley, Daniel ..... Knox County
Fryman, Flossie ..... Boyd County
Fuller, Huston ..... Knox County
Gallagher, George ..... Harlan County
Gibson, Corinne ..... Harlan County
Girdner, Bessie ..... Knox County
Goodman, Callie ..... Knox County
Hampton, Justis ..... Knox County
Harkness, Ross ..... Bell County
Helton, Robert ..... Bell County
Hill, Pauline ..... Boyd County
Hines, Virginia ..... Pulaski County

Horner, Geneva ..... Knox County
Howard, H. A. ..... Knox County
Huber, George ..... Campbell County
Hubbard, Vergie ..... Clay County
Humfleet, Vera ..... Knox County
Jackson, Rahma ..... Knox County
Kelemen, Steve ..... Harlan County
Kelly, Sadie ..... Knox County
Langdon, Susy ..... Clay County
Large, James ..... Tennessee
Lawson, Jesse ..... Knox County
Lee, Ruth ..... Bell County
Lester, Ruby ..... Pulaski County
Lundy, William ..... Knox County
Marcum, Ed ..... Clay County
Martin, Wm. G. ..... Knox County
Mayhew, William ..... Knox County
Mays, Robert ..... Knox County
Messer, James ..... Knox County
Moore, Harold ..... Whitley County
Myers, Joseph ..... Campbell County
Nelson, Roy ..... Knox County
Pippin, William ..... Harlan County
Poe, Teddy ..... Nicholas County
Powell, Mint ..... Knox County
Richardson, Mary ..... Knox County
Rigsby, Fred ..... Boyd County
Robbins, DeAlva ..... Rockcastle County
Roberts, Sophie ..... Lawrence County
Sewell, Cledith ..... Bell County
Shotwell, Viola ..... Whitley County
Sharp, Frank ..... Clay County
Slusher, Evelyn ..... Knox County
Smith, Anabel ..... Clay County
Smith, Clarence ..... Clay County
Smith, Garrard ..... Clay County
Smith, Lawrence ..... Clay County
Spurlock, Estil ..... Clay County
Stickley, Elizabeth ..... Knox County
Surgener, Prince ..... Knox County
Surgener, Zorah ..... Knox County
Tucker, Eula ..... Florida
Valentine, Rosa ..... Knox County
Valentine, L. T. ..... Knox County
Vicars, Eula ..... Bell County
Wells, Lettie ..... Boyd County
Whitis, Alonzo ..... Clay County
Williams, Freeda ..... Fleming County

Williams, John Fred ..... Jackson County
Wilson, Gertrude ..... Knox County
York, A. H. ..... Knox County

Specials, College

Martin, William ..... Knox County
Sharp, Christine ..... Tennessee

ACADEMY AND SECONDARY NORMAL

Abner, McKinley ..... Knox County
Aguilera, Henry ..... Knox County
Alford, Hazel ..... Knox County
Amis, Nora Lee ..... Knox County
Ashley, Velmer ..... Indiana
Bailey, Arthur ..... Harlan County
Bain, Dorothy ..... Knox County
Bain, Guyla ..... Knox County
Baker, Mary ..... Clay County
Baldes, Ross ..... Jefferson County
Black, Craig ..... Knox County
Blackburn, Elizabeth ..... Knox County
Bliss, Effie ..... Knox County
Bodenhimer, Vera ..... Harlan County
Booze, Earl ..... Harlan County
Broyles, Lena ..... Pulaski County
Brundige, Geneva ..... Ohio
Bryant, Elmer ..... Knox County
Buchanon, George ..... Knox County
Buchanon, Marie ..... Knox County
Budd, Robert ..... Bell County
Buttermore, Willard ..... Harlan County
Callebs, Ethel ..... Knox County
Campbell, Brown ..... Bell County
Campbell, Eula ..... Knox County
Carnes, Ellis ..... Knox County
Catron, Fred ..... Knox County
Cecil, Willie Lee ..... Knox County
Chappelle, Myrtle ..... Bell County
Cobb, Daniel ..... Knox County
Congleton, Clinton ..... Knox County
Craft, Nelson ..... Clay County
Creech, Oliver ..... Harlan County
Daniels, Goldie ..... Bell County
Davis, Golden ..... Bell County
Davis, Joe ..... Bell County
Dickore, Edith ..... Knox County
Dishman, Ben ..... Knox County

Dodson, Christine ..... Knox County
Dusini, Charles ..... Harlan County
Dusini, John ..... Harlan County
Early, Sam ..... Knox County
Elliott, Neva ..... Knox County
Emery, Thelma ..... Ohio
Epperson, Marvin ..... Knox County
Faulkner, Marvin ..... Knox County
Foley, Eunice ..... Knox County
Foley, Myrtle ..... Knox County
Ford, Blain ..... Knox County
Franklin, Ralston ..... Knox County
Garland, Etta ..... Knox County
Garrard, Mary ..... Knox County
Goodman, Bertha ..... Knox County
Goodman, Martha ..... Knox County
Gothard, Edith ..... Harlan County
Grant, Estle ..... Knox County
Gray, Mary ..... Knox County
Hall, Della ..... Knox County
Hammons, Cleo ..... Knox County
Hammons, Frank ..... Knox County
Hampton, James ..... Knox County
Hampton, Ruth ..... Knox County
Hatcher, Maurine ..... Whitley County
Hawn, Catherine ..... Knox County
Helton, Minerva ..... Knox County
Hembree, Sillous ..... Knox County
Hensley, Carlo ..... Clay County
Hensley, Roy ..... Clay County
Hensley, Walter ..... Clay County
Hopper, Harry ..... Knox County
Howard, Green ..... Harlan County
Howard, Lenora ..... Knox County
Hubbard, W. P. ..... Knox County
Jackson, Dovie ..... Knox County
Jackson, Edward ..... Knox County
Jackson, Lester ..... Knox County
Jackson, Reid ..... Knox County
Jarvis, Crit ..... Knox County
Jarvis, Delmar ..... Knox County
Jarvis, George ..... Knox County
Jarvis, W. T. ..... Knox County
Jones, Burchell ..... Knox County
Jones, Bessie ..... Knox County
Jones, Newton ..... Knox County
Lawson, Lois ..... Knox County
Lee, James ..... Bell County
Leger, Delbert ..... Knox County

McClure, Pauline ..... Knox County
McKnight, Gertrude ..... Knox County
McNeil, Howard ..... Knox County
McWilliams, Rufus ..... Knox County
Mackey, John ..... Knox County
Mackey, Maude ..... Knox County
Martin, Mattie ..... Knox County
Mauney, Merle ..... Knox County
Maiden, Maude ..... Knox County
Martin, Axie ..... Knox County
Mays, Cecil ..... Knox County
Messer, James ..... Knox County
Messer, Mattie ..... Knox County
Messer, Walter ..... Knox County
Miller, Arlene ..... Knox County
Miller, Irene ..... Knox County
Miller, Louella ..... Knox County
Mills, Maude ..... Knox County
Moran, Rufus ..... Jackson County
Nelson, Jeanna ..... Richmond County
Noe, Madaline ..... Knox County
Owens, Raymond ..... Knox County
Parker, Delbert ..... Knox County
Parker, Martha ..... Knox County
Parrott, Thelma ..... Knox County
Parsons, Curtis ..... Knox County
Payne, Chester ..... Knox County
Payne, Myrtle ..... Laurel County
Pope, Lovella ..... Harlan County
Pope, W. H. ..... Knox County
Pursiful, Mary ..... Knox County
Rader, Mildred ..... Knox County
Ray, Thelma ..... Knox County
Reitz, James ..... Bell County
Reynolds, James ..... Knox County
Reid, Joyce ..... Knox County
Rippere, John ..... Knox County
Robbins, DeAlva ..... Rockcastle County
Roberts, Lena ..... Virginia
Robinson, Donna ..... Knox County
Rose, Arthur ..... Knox County
Rose, Clara ..... Knox County
Rose, Mitchell ..... Knox County
Sears, Lowell ..... Knox County
Shupe, Florence ..... Knox County
Shupe, Mabel ..... Knox County
Sidle, Edgar ..... Knox County
Slusher, Dorothy ..... Knox County

Slusher, Daphne ..... Knox County
Slusher, Evelyn ..... Knox County
Smith, Ethel ..... Clay County
Smith, Edna ..... Clay County
Smith, Vendetta ..... Harlan County
Spurlock, Ellen ..... Knox County
Stanberry, Alice ..... Knox County
Taylor, Clyde ..... Bell County
Taylor, Lillie May ..... Harlan County
Tidwell, Ethel ..... Tennessee
Todd, Anna ..... Knox County
Turner, Clifford ..... Knox County
Turner, Elbert ..... Knox County
Valentine, L. T. ..... Knox County
Valentine, Shellie ..... Knox County
Valentine, Virginia ..... Knox County
Viall, Robert ..... Knox County
Vincent, Maurice ..... Knox County
Williams, Clyde ..... Knox County
Woodard, Henry ..... Laurel County
Wyrick, Ila ..... Harlan County

MUSIC

Broyles, Lena ..... Pulaski County
Buttermore, Willard ..... Harlan County
Catron, Sadie ..... Knox County
Cecil, Willie Lee ..... Knox County
Davis, Golden ..... Bell County
Dickore, Edith ..... Knox County
Gardner, Lois ..... Fleming County
Hawn, Catherine ..... Knox County
Hensley, Walter ..... Clay County
Miller, Flonnie ..... Pulaski County
Miracle, Ethel ..... Knox County
Myers, Joseph ..... Campbell County
Pope, Lovella ..... Harlan County
Rader, Mildred ..... Knox County
Rader, Pearl ..... Knox County
Sharp, Christine ..... Tennessee
Shotwell, Viola ..... Whitley County
Todd, Anna ..... Knox County
Vincent, Maurice ..... Knox County
Ward, Corinne ..... Ohio County

SPECIALS

Franklin, Gail ..... Knox County
Garrard, Frances ..... Knox County
Tinsley, William ..... Knox County

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